



# Australian teachers and the learning environment

**An analysis of teacher response to TALIS 2008**

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## **An analysis of teacher response to TALIS 2008 Final Report**

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## ABBREVIATIONS

ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
DEEWR	Department of Education, Employment and Workplace Relations
DEST	Department of Education, Science and Training
DPC	IEA Data Processing and Research Center Part of IEA
FT	Field Trial
IQCM	International Quality Control Monitor
IDEG	OECD TALIS Instrument Development Group
IEA	International Association for the Evaluation of Educational Achievement
INES	OECD Education Indicators Programme
ISC	International Study Center (IEA Data Processing and Research Center)
MOS	Measure of Size
MS	Main Study
NAF	National Adaptation Form
NDM	National Data Manager
NPM	National Project Manager
NQM	National Quality Monitor
NSW	New South Wales
NT	Northern Territory
ODC	Online Data Collection
OECD	Organisation for Economic Co-operation and Development
P&P	Paper and Pencil
PISA	Programs for International Student Assessment
PQ	Principal/School Questionnaire
QLD	Queensland
SA	South Australia
SC	School Coordinator
SITES	Second Information Technology in Education Study
STF	School Tracking Form
TALIS	Teaching and Learning International Survey
TAS	Tasmania
TLF	Teacher Listing Form
TQ	Teacher Questionnaire
TTF	Teacher Tracking Form
VIC	Victoria
WA	Western Australia
WinDEM	Windows Data Entry Manager Software
WinW3S	Windows Within School Sampling Software

# 1. EXECUTIVE SUMMARY

The OECD's Teaching and Learning International Survey (TALIS) is the first study designed to examine the working conditions of teachers and the learning environment in schools on an international scale. It has emerged from the OECD's international educational indicators programme, INES, and draws on the OECD's 2005 review of teacher policy which identified important gaps in international data. TALIS is an international collaboration by public authorities that aims to help countries review and develop policies for the teacher labour market, school effectiveness, teacher professional development, and feedback and appraisal systems for the teaching workforce.

## 1.1 SAMPLING STANDARDS AND SURVEY DESIGN

TALIS was conducted in 24 countries over five continents<sup>1</sup> (Table 1.1). The study looked specifically at lower secondary education in both the government and non-government sectors, and surveyed principals and teachers about aspects of school leadership, teacher appraisal and feedback, professional development, and teacher beliefs, attitudes and practices.

**Table 1.1:** Countries reporting results in TALIS 2007-08\*

<b>OECD countries</b>	Hungary	Mexico	Spain	Estonia
Australia	Iceland	Norway	Turkey	Lithuania
Austria	Ireland	Poland	<b>Partner countries</b>	Malaysia
Belgium (Flemish)	Italy	Portugal	Brazil	Malta
Denmark	Korea	Slovak Republic	Bulgaria	Slovenia

\* The Netherlands also participated in TALIS, but could not be included in international comparisons as the required sampling standards were not achieved.

Australia, like the 22 other countries listed in Table 1.1 above, met the minimum sampling standards required for inclusion in the TALIS International Report which meant that the sampled response rate exceeded 75 percent at both a school and individual teacher level. Approximately 200 schools in each country were randomly selected to participate in the study. In each school, one questionnaire was filled in by the school principal and another by 20 randomly selected teachers. In Australia, 2318 teachers and 150 principals from 151 schools participated in the survey. The questionnaires took about 45 minutes to complete and could be filled in on paper or online.

<sup>1</sup> Due to required sampling standards not being met by the Netherlands, however, international comparative results were only reported for 23 countries. Country results for Iceland were also not reported in some instances when there was a potential risk of individual teacher identification as a result of small sample sizes.



## 1.2 AUSTRALIAN TEACHER PROFILE

**Table 1.2:** Australian lower secondary teacher profile table

Gender	In Australia, 59% of lower secondary teachers are female, whilst only 38% of school principals are female. This arguably suggests a 'glass ceiling' for promotion possibilities within secondary schools.
Age	Only 18% of Australian lower secondary teachers are less than 30 years of age, whilst 59% are over 40 and 33% are over 50. These data indicate the need to replace a significant number of teachers expected to retire in coming years.
Workload	Australian lower secondary teachers have a mean work load of 42.5 hours per week; higher than any other TALIS country. This comprises 20 hours a week classroom teaching, with the remainder of time being spent on administrative or other duties.
Out of field teaching	40% of Australian secondary school principals reported that instruction was hindered 'a lot' or 'to some extent' by a lack of qualified teachers. This is 3% above the TALIS average and 4% above the OECD average <sup>1</sup> , and supports other anecdotal reports of teachers being required outside their major teaching area to fulfil school timetable demands. On the other hand, there seems to be no correspondence between a shortage of qualified teachers and average class size, which in Australia was reported as 24.
Leader autonomy	Australian secondary school principals have a high degree of autonomy and responsibility for allocating the budget within schools, for the allocation of professional development funds, and the selection of staff. They reported a lower degree of influence over issues of pay and the termination of staff.

<sup>1</sup> 'TALIS average' refers to the average result of all countries participating in the TALIS study, whilst 'OECD average' refers to the average result of all OECD countries participating in the TALIS study.

## 1.3 TEACHER PRACTICES AND BELIEFS

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. TALIS examined a variety of these which previous research has shown to be relevant to school improvement and effectiveness.

### 1.3.1 Constructivist versus Direct transmission beliefs

In Australia, teachers are generally more inclined to see their role as supporting active learning than directly transmitting information. This 'constructivist' view of teaching generally has more support among teachers today than the former 'direct transmission' view which is, in turn, consistent with the focus of teacher training in Australian pre-service studies. For comparison purposes, it is relevant that the constructivist view is also dominant in northwest European countries, Scandinavia and Korea.

### 1.3.2 Teaching practices

In the classroom, teachers in all countries, including Australia, reported using practices aimed at ensuring learning is well-structured ('structuring practices') more often than they used student-oriented practices, which involve adapting teaching to the individual needs of the students. Both of these teaching practices

are used more often than activities such as project work ('enhanced activities'), which requires more active participation by the student.

In Australia, teachers of mathematics and science place less emphasis on student-oriented practices than those who teach the arts and subjects involving more practical skills. Meanwhile, teachers in the humanities report that they are more likely to assign project work and other forms of enhanced activities than teachers of other subjects.

Since each of these practices can raise student achievement, there may be scope for Australian teachers who use student-oriented and enhanced activities less frequently to improve their results by using them more.

### **1.3.3 Co-operation and collaboration**

In Australia, teacher co-operation takes the form of exchanging and co-ordinating ideas and information with little emphasis on professional collaboration in the lower secondary school environment. This means that practices of team teaching, teacher observation, and engagement in joint activities are relatively rare occurrences in Australian secondary schools. There is scope to enhance this form of co-operation, which not only makes possible the exchange of ideas and practical advice, but also creates opportunities for social, emotional and professional support amongst teachers (Rosenholtz 1989, Clement & Vandenberg 2000).

### **1.3.4 Time on task**

Australian teachers reported spending approximately 76 percent of the lesson time on teaching and learning. On average, almost 16 percent of Australian teachers' time during a typical lesson is spent dealing with disruptive students and keeping order in the classroom. This is three percent higher than both the TALIS and OECD averages. With respect to time spent on administrative tasks, Australian results are similar to TALIS and OECD results, which averaged eight percent of lesson time.

Interestingly, the greatest amount of variation in loss of teaching time occurs among different teachers within the same school. This suggests a need to address the skills and dispositions of individual teachers, not just the overall school climate and discipline.

### **1.3.5 Job satisfaction and self-efficacy**

TALIS asked teachers about their job satisfaction and about how successful they felt with regard to their students' education (self-efficacy). In Australia, teachers generally felt that they were doing a good job, but Australia rated in the lowest quartile in relation to job satisfaction. Around 90 percent of overall variation on these measures is among teachers within schools, which again suggests that interventions may need to focus on individual teachers rather than on schools or school systems more generally.

## 1.4 PROFESSIONAL DEVELOPMENT

The data collection from teachers regarding professional development was grounded in the belief that education systems seek to provide teachers with opportunities for in-service professional development to fully prepare them for their work and to retain a high-quality teacher workforce. TALIS examined the take-up of professional development, the degree of unsatisfied demand and the factors that support or hinder meeting development needs. As noted in the International Report, a ‘comparison of the level and intensity of participation can serve to indicate different policy choices that school systems may make (e.g. to spread opportunities across all teachers or to concentrate them on a smaller proportion of the teacher population)’ (OECD 2009, 53). In summary, the data yielded the following:

### 1.4.1 Participation in professional development

Ninety-seven percent of Australian teachers reported taking part in a structured professional development activity during the 18 months preceding the survey. Whilst this demonstrates an extremely high participation rate, a considerable amount of this time was compulsory, with almost half of the average nine days being mandated.

Fifty-five percent of Australian teachers expressed that they wanted to participate in more professional development activities than they did in the previous 18 months. However, the identification of the express areas of personal need are problematic with only ‘ICT teaching skills’ and ‘Teaching special needs students’ attracting more than ten percent interest from the teachers who expressed a ‘high need’. Overall, the extent of high development needs for Australian teachers is low compared to other countries.

Sixty-two percent of Australian teachers who indicated that they wanted more professional development cited ‘conflict with work schedule’ as the reason for non-participation. In excess of 40 percent reported that ‘lack of a suitable program’ mitigated against participation and approximately 30 percent reported ‘expense’ (33 percent) or ‘lack of employer support’ (27 percent) as a reason for non-participation.

### 1.4.2 Financing professional development

In Australia, 25 percent of teachers indicate that they had contributed financially to their own professional development, with only one percent having paid for the development in total. Interestingly, the international results show that teachers who are required to pay for some or all of their professional development are also more likely to feel that they need more than they receive. As noted in the International Report, this may be ‘partly indicative of the fact that, according to teachers, more time-intensive professional development activities were less likely to have been provided at no cost [and that there is] a significant desire among some teachers to take on development activities which are costly financially and in terms of time’ (OECD 2009, 68).

## 1.5 TEACHER APPRAISAL AND FEEDBACK

TALIS looked at the extent of teacher appraisal and feedback practices in schools, at the areas they cover and their impact in terms of changing teaching practices and teacher development, recognition and reward. The salient points are outlined below.

### 1.5.1 School evaluation

Over 85 percent of Australian teachers work in schools where principals report that school evaluations had an effect on feedback to the school (96%), the performance appraisal of management (89%), and helping teachers improve their teaching skills (87%). This demonstrates that principals have a perception that school-level evaluation can be an important driver of school improvement.

### 1.5.2 Impact of appraisal and feedback processes

Most teachers participating in TALIS internationally report that feedback and appraisal significantly increases their development as teachers. In Australia, however, the perception of the impact of such processes is less positive. TALIS shows that in excess of 90 percent of Australian teachers report that they had received some kind of appraisal or feedback on their work and that most were carried out by managers or other teachers within their school. However, most teachers consider this to be an administrative exercise rather than one that adds significant value to the processes of teaching and learning. Furthermore, approximately 50 percent of Australian teachers indicate that the processes of appraisal and feedback had little or no impact on their job satisfaction and job security.

In terms of financial benefits, school evaluations and teacher appraisal and feedback are seen to have little impact. Less than six percent of Australian teachers report that processes of appraisal and feedback were linked to any kind of monetary reward, and for only 17 percent is it linked to career advancement. Similarly, over 90 percent of Australian teachers report that they would receive no recognition for increasing the quality of their work, with a similar proportion reporting that they would receive no recognition for being more innovative in their teaching.

The perception of Australian teachers is that they work in schools that do not reward effective teachers and do not dismiss poor performing teachers. Three quarters of teachers reported that, in their school, the most effective teachers do not receive the most recognition and that their school principal does not take steps to alter the monetary rewards of a persistently underperforming teacher. A similar proportion reported that, in their school, teachers would not be dismissed because of sustained poor performance.

## 1.6 SCHOOL LEADERSHIP

A revolution in the model of school leadership in recent years has seen a substantial shift from a largely bureaucratic administration to a paradigm of ‘leadership for learning’ with the school principal as instructional leader. TALIS results are summarised by describing the two styles of leadership: instructional and administrative; and by looking at five aspects of behaviour: management of school goals, actions to improve teachers’ instruction, direct supervision of teachers, accountability to internal and external stakeholders, and management of rules and procedures.

Results show that Australian principals are far more likely to use management-school goal behaviours than their international counterparts. These behaviours involve a general inclination on the part of the principal to ensure that all manner of school activities and processes align with the teaching and educational goals of the school. On the other hand, Australian principals are less likely to actively attempt to improve their teachers’ teaching skills and knowledge, and are even less likely to exhibit behaviours involving direct supervision of their teachers’ instruction. Principals also report using behaviours associated with both the management of rules and procedures, and accountability to internal and external stakeholders, on a much lower scale than their overseas counterparts.

## 2. INTRODUCTION

### 2.1 BACKGROUND TO THE STUDY

The Department of Education, Science and Training (now DEEWR) commissioned the Australian Council for Educational Research to undertake the Australian component of the OECD Teaching and Learning International Survey (TALIS). TALIS is one of the first international surveys to focus on the learning environment and the working conditions of teachers in schools.

TALIS was conducted in 24 OECD and OECD-partner countries (Table 2.1) in 2007 and 2008, though internationally comparable results were reported for only 23 countries due to requisite sampling standards for publication. This first survey is part of a planned programme of surveys which will examine various levels of schooling over time and provide participating countries with an opportunity to measure various policy issues associated with teaching and learning management. This report provides detailed analyses of teachers' self-reported practices, activities, beliefs and attitudes; teacher appraisal systems; impacts of school policies on the teaching and learning environment; and pathways to effective school leadership.

**Table 2.1:** The 23 countries\* participating in TALIS

<b>OECD countries</b>	Hungary	Mexico	Spain	Estonia
Australia	Iceland	Norway	Turkey	Lithuania
Austria	Ireland	Poland	<b>Partner countries</b>	Malaysia
Belgium (Flemish)	Italy	Portugal	Brazil	Malta
Denmark	Korea	Slovak Republic	Bulgaria	Slovenia

\* The Netherlands also participated in TALIS, but could not be included in international comparisons as the required sampling standards were not achieved.

As this report will show, policies impacting on teachers and teaching vary substantially across countries and regions. Differences exist in the pre-service education and ongoing professional development of teachers, their pay and career structure, their responsibilities and involvement in decision-making, their classroom teaching strategies and the beliefs and attitudes that underpin their teaching practices. All of these factors can, and do, influence the outcomes and effectiveness of education in schools throughout the world.

This international survey will provide an analysis of these areas and highlight the options that are available to policymakers. It will provide an opportunity to examine best practice across education systems, given local circumstances, and will allow countries to identify other educational systems facing similar challenges to their own.



## 2.2 CHARACTERISTICS OF COUNTRIES IN TALIS

A total of 24 countries across five continents participated in TALIS 2008 (though only 23 met the requisite sampling standards). The countries involved in the study provided a cross-section of demographic, economic and social characteristics, as Table 2.2 below shows. The participating countries ranged in population from 0.3 million (Iceland) to 186.8 (Brazil), with Australia being the ninth most populous nation involved (20.3 million). With respect to land mass, Australia had the second largest area of land of the participating countries, with Brazil having the largest (at 8,511,965 square kilometres) and Malta the smallest (at 316 square kilometres). The percentage of urbanisation also ranged widely in this group of countries with 97.2 per cent of the Belgian population living in urban areas, and just over 50 per cent of the Slovenian population doing so. Australia had a comparatively high level of urbanisation with 88.2 per cent of the national population living in urban areas.

Economic indicators such as GDP per capita reached, at its maximum, \$41,420 in Norway, and at the other extreme, \$8,402 in Brazil. Australia recorded the eighth highest GDP per capita of the group in this year (2005), with \$31,794. Public expenditure on education<sup>1</sup> also differed markedly amongst the countries in this study. The three Scandinavian countries Denmark, Iceland and Norway recorded the highest expenditure (as a percentage of GDP) on education with 8.5 per cent, 8.1 per cent, and 7.7 per cent respectively in 2005. On the other end of the spectrum, Turkey spent 3.7 per cent of annual GDP on education, and Australia was placed equal 16th within this group with public expenditure totalling 4.7 per cent of GDP.

With regard to enrolment rates, it was reported in the United Nations Human Development Report that Australia had a total of 86 per cent enrolment<sup>2</sup> at the secondary level. The majority of countries taking part in the study demonstrated a rate in the mid-to-high eighties or nineties, with only a handful of countries (Brazil, Malaysia, Mexico and Turkey) having a figure below 80 per cent.

In terms of technology use, measured in this instance by internet users per 1000 head of population, the TALIS 2008 countries demonstrated a significant divergence in figures. Iceland recorded the highest number of internet users with 869 per 1000 people, whilst Mexico recorded the lowest with 181 users per 1000. Australia demonstrated a comparatively high ratio of internet users with 698 per 1000, a figure which places Australia as the fourth highest for internet usage within this group of countries. The Human Development Index Rank, calculated using the HDI values of life expectancy, education variables and the GDP index, shows the extent of divergence amongst this group with respect to social and economic factors, with ranks ranging from 1 (Iceland) to 84 (Turkey). Australia was calculated as having an HDI Rank of 3.

<sup>1</sup> 'Education' in this sense is defined by the United Nations Development Programme as pre-primary, primary, secondary, post-secondary non-tertiary and tertiary.

<sup>2</sup> 'Enrolment' is defined as the proportion of the relevant age cohort enrolled in secondary education.

The similarities and differences experienced by the TALIS 2008 countries in terms of demographic, social and economic factors make cross country comparisons, with regard to survey responses, a fascinating, useful, yet undeniably complex task. With respect to many of the indicators discussed above (with the notable exceptions of population, land mass and technology use), Australia would appear most akin to Ireland. Given the differences across TALIS countries in policies relating to teachers and their working conditions, comparisons made between Australia and the other TALIS 2008 countries should always be made with caution, and with recognition of the factors which may play a role in making comparisons unfeasible.

**Table 2.2: TALIS countries: A comparison of national trends and characteristics**

Country/System	Population (Millions) 2005	Land Mass (km <sup>2</sup> ) 2005	Urbanisation <sup>a</sup> (%) 2005	GDP per capita (\$US) 2005	Life Expectancy at Birth (years) 2005	Net secondary enrolment rate (%) 2005	Public expenditure on education (% of GDP) 2002-05 <sup>c</sup>	Internet Users (per 1000) 2005	Human Development Index Rank <sup>b</sup> 2005
Australia	20.3	7,686,850	88.2	31,794	80.9	86	4.7	698	3
Austria	8.3	83,858	66	33,700	79.4	..	5.5	486	15
Belgium	10.4	30,510	97.2	32,119	78.8	97	6.1	458	17
Brazil	186.8	8,511,965	84.2	8,402	71.7	78	4.4	195	70
Bulgaria	7.7	110,910	70	9,032	72.7	88	4.2	206	53
Denmark	5.4	43,094	85.6	33,973	77.9	..	8.5	527	14
Estonia	1.3	45,226	69.1	15,478	71.2	91	5.3	513	44
Hungary	10.1	93,030	66.3	17,887	72.9	90	5.5	297	36
Iceland	0.3	103,000	92.8	36,510	81.5	88	8.1	869	1
Ireland	4.1	70,280	60.5	38,505	78.4	88	4.8	276	5
Italy	58.6	301,230	67.6	28,529	80.3	92	4.7	478	20
Korea, Republic of	47.9	98,480	80.8	22,029	77.9	90	4.6	684	26
Lithuania	3.4	65,200	66.6	14,494	72.5	91	5.2	358	43
Malaysia	25.7	329,750	67.3	10,882	73.7	76	6.2	435	63
Malta	0.4	316	95.3	19,189	79.1	84	4.5	315	34
Mexico	104.3	1,972,550	76	10,751	75.6	65	5.4	181	52
Norway	4.6	324,220	77.4	41,420	79.8	97	7.7	735	2
Poland	38.2	312,685	62.1	13,847	75.2	93	5.4	262	37
Portugal	10.5	92,391	57.6	20,410	77.7	83	5.7	279	29
Slovak Republic	5.4	48,845	56.2	15,871	74.2	..	4.3	464	42
Slovenia	2	20,273	51	22,273	77.4	94	6	545	27
Spain	43.4	504,782	76.7	27,169	80.5	98	4.3	348	13
Turkey	73	780,580	67.3	8,407	71.4	67	3.7	222	84

Source: Tables 1, 5, 11, 12 &amp; 13: Human Development Report 2007/2008, United Nations Development Programme

## Notes:

<sup>a</sup> Percentage of population living in urban areas (N.B.: Data are based on national definitions of what constitutes a city or metropolitan area, so cross-country comparisons should be made with caution).<sup>b</sup> Calculated using the HDI values of Life Expectancy, Education and GDP indexes as set out in Table 1 of the Human Development Index.<sup>c</sup> Data refer to the most recent year available during the period specified.

## 2.3 MAJOR RESEARCH QUESTIONS

The Australian component of the OECD TALIS 2008 study focused on the working conditions of high school teachers in Australian schools. It aimed to provide further insights into the learning environment as experienced by teachers and their principals, as well as providing a series of characteristics of the teacher workforce in Australian secondary schools. The OECD TALIS study was guided by four broad research questions, namely:

1. In what ways are teachers recognised, rewarded and evaluated and what professional development do they receive?
2. What is the nature and impact of programs for developing effective teacher practices, attitudes and beliefs and for shaping the professional development that will support this?
3. What are the characteristics of school leadership models that help to create effective schools and the teaching forces within them, including the influence of school leadership on teacher recognition, reward and evaluation, teaching practices, attitudes and beliefs, professional development and the climate of the school?
4. What are the characteristics of the teaching workforce in relation to teacher experience and qualifications, professional development, and education and training?

## 2.4 AIMS OF THE PROJECT

An essential component of the OECD's Indicators of Education Systems (INES) relates to the provision of information on teachers, teaching and learning. Like the Programme for International Student Assessment (PISA), TALIS 2008 has been developed within the INES guidelines, and aims to provide policy relevant, robust international indicators and analysis on teachers as well as on broader teaching and learning issues. Specifically, TALIS 2008 aims to provide indicators and analyses which have implications for policy involving the teacher labour market, school effectiveness, teacher professional development and feedback and appraisal systems for the teaching workforce. In this way, TALIS aims to provide a much broader and complex series of analyses and discussion than a survey only investigating, say, human resource issues or classroom practices.

## 2.5 INTERPRETATION OF DATA

The TALIS data provide an important contribution to understanding the working conditions of teachers and the learning environment in schools. When interpreting the data presented in this report, however, it must be borne in mind that data are based on self-reports by teachers and principals and therefore may be subjective and/or carry personal or cultural bias of some nature. It is none the less the very 'subjectiveness' of these reports that allow and provide powerful insights into the experiences and perspectives of teachers and principals in Australian schools.

## 2.6 REPORT OUTLINE

This report is organised around five chapters. The first chapter contains the TALIS Executive Summary which highlights the most salient issues for the Australian audience. Chapter 2 provides the background to the study and the characteristics of the international participants are discussed. Chapter 3 outlines the framework and design of the research project, including information on instrumentation, population and sample design, scales and data collection methods. In Chapter 4, the outcomes of the study are reported in terms of teacher practices, attitudes and beliefs; professional development; teacher reward, feedback and appraisal and school leadership. Each of these four sections provides a detailed analysis of the Australian results and is followed by a summary of the international analysis as reported in the 2009 TALIS International Report. Finally, Chapter 5 summarises the conclusions and interpretations that can be drawn from this study and discusses any relevant policy implications for Australian education systems.

### 3. RESEARCH DESIGN AND DATA COLLECTION METHODS

TALIS 2008 comprised two distinct phases. The first, the Field Trial phase, involved surveying teachers and principals from 20 randomly selected schools across Australia. The second phase, the Main Study, subsequently surveyed teachers and principals from 200 schools, implementing any changes and improvements deemed necessary after the Field Trial phase.

Once the school samples for both the Field Trial and Main Study were selected (see section 3.3 for details regarding sampling design), permission to conduct this research in these schools was sought and obtained from all the relevant jurisdictions. Principals of the selected schools were then sent an information package which provided details about the study and which contained a letter requesting permission for their school to participate (see Appendix A for letter). Principals who agreed to participate were asked to nominate a staff member as the contact person (referred to as a School Coordinator) to support the coordination of the survey within the school. All correspondence was then addressed (either via email or mail) to the nominated School Coordinator for each school.

School Coordinators were then asked to return a form listing the names (or other identifying information deemed appropriate by the school principal) of all teachers in their school. This form is referred to as the Teacher Listing Form (TLF) and the gender, age, teaching domain and exclusion status of all listed teachers was required information. An example of a (blank) TLF is appended to this report, along with the instructions provided to the School Coordinator on how to code each teacher with respect to the required information (see Appendix B). Twenty teachers from each school were then randomly selected to take part in the survey. All sampled teachers and their school principals were sent an information package inviting them to take part, and provided them with information about how to do so.

#### 3.1 INSTRUMENTATION AND DATA COLLECTION

Two survey instruments were used in the conduct of TALIS 2008. The first of these, the Teacher Survey, consisted of 52 questions about a range of issues including professional development, teacher appraisal and feedback, teaching practices, beliefs and attitudes and questions specifically relating to teaching of a particular class. Based on calculations from the IEA Data Processing and Research Centre (DPC), this survey took approximately 40 minutes to complete. The second instrument, the Principal Survey, comprised 57 questions on the topics of school management, teacher appraisal, school resources and school background information. This survey was again estimated to take approximately 40 minutes to complete. A copy of both instruments is provided in the Appendices (principal instrument in Appendix C, teacher instrument in Appendix D).



TALIS applied online data collection (ODC) for the school (principal) and teacher surveys. In doing so, the design of the study acknowledged that in the forthcoming years international comparative assessments will enter a transition stage in which the traditional paper-and-pencil approach would be gradually replaced by online data collection. The online data collection technology developed by the DPC uses a thin client technology that requires minimal resources and is designed to look like the paper version of the questionnaire. It was estimated that most teachers and principals would nominate to complete the survey online, and this assumption proved to be correct. Respondents were also able to complete the survey in hard copy if they so chose, and this was the case in approximately ten percent of cases. Completion and return of the survey was taken as implied consent, though participants were also informed that they could withdraw from the survey at any time without penalty.

Data were collected, entered (where necessary) and stored on a central location at the ACER offices in Sydney. A bespoke software package, Windows Data Entry Manager (WinDEM), was provided by the International Study Center (ISC) and utilised for data entry and verification in the Sydney ACER offices. This computer program ensured the streamlining of data entry and verification across all participating countries and helped to maintain the quality of the data as it was being entered (see section 3.5 for more information on data quality). Data were then sent to the IEA DPC where basic scaling and weighting were performed.

### **3.2 TIMING OF THE SURVEY**

As outlined previously, the conduct of TALIS 2008 in all participating countries was divided into two distinct phases: the Field Trial and the Main Study. The Field Trial was conducted in Australia over April 2007, and data were collected at a similar time across all TALIS countries. Unlike the Field Trial, the Main Study data collection period was separated for Southern Hemisphere and Northern Hemisphere countries. The core data collection period for the TALIS Main Study was between October 22 and November 30 2007 for Southern Hemisphere countries and between February 1 and May 30 2008 for Northern Hemisphere countries. The Australian timeline of actions and events is presented in Table 3.1 below.

**Table 3.1: TALIS Timeline**

Year	Date	Action
2007	17 Aug	received main survey instruments from IEA received NPM Manual, SC Manual and NAFs from IEA adapted questionnaires and cover letters/prepared NAFs school contacts established and number of eligible teachers requested
	24 Aug	sent completed NAFs to ISC
	31 Aug	downloaded MS Data Management Manual; WinW3S Software, SurveySystem Software
	14 Sep	sent Australian IQCM to the IEA Secretariat in Amsterdam for training downloaded WinDEM software and codebooks
	21 Sep	submitted instruments for layout verification to ISC
	28 Sep	received layout verification feedback from ISC and implemented suggested changes
	1 Oct	began preparation of ODC instruments
	5 Oct	submitted ODC files for verification to ISC
	19 Oct	received ODC verification feedback and implemented suggested changes activated ODC questionnaires
	22 Oct	started administering TALIS Main Survey continued administering TALIS Main Survey organised data entry and completed data documentation
2008	4 Jan	submitted initial data and documentation to ISC
	15 Feb	submitted remaining school data to ISC

Adapted from Table 1.1: Southern Hemisphere Countries: Important dates for the TALIS Main Survey Period Activities, TALIS Main Survey National Project Manager Manual 2007

### 3.3 POPULATIONS AND SAMPLING

An international survey like TALIS 2008 is undoubtedly a major undertaking. Reliability and validity of the survey estimates and international comparability of the survey findings can only be achieved at the cost of painstaking field work, thorough systems testing, rigorous instrument design and validation, and sound methodological and sampling methods. Because of this, stringent standards with respect to these elements were created by the IEA DPC, and participating countries were required to uphold these standards in their national survey administration in order to ensure their inclusion in the TALIS International Report.

For the Main Study phase of the Australian component of TALIS 2008, IEA DPC sampling procedures were followed closely. In Australia, centralised lists of teachers by ISCED level are not readily available. Therefore, sampling of teachers, much like sampling of students, requires a stratified two-stage approach. The first stage involves drawing a sample of schools which is then used to inform the second stage of sampling, that of teachers. The procedures undertaken in each of these two stages are outlined below.

### 3.3.1 Sampling Stage One: School Sample Selection

The school population for the Australian component of TALIS 2008 was defined as all schools in Australia which employ ISCED Level 2 teachers. A list of all eligible Australian schools from which the sample could be drawn was then obtained from Statistics Canada. As per IEA DPC sampling procedure, schools in Australia were selected with probability proportional to their size. In this instance, the number of teachers of ISCED Level 2 employed by the school was integral to measure of size (MOS) calculations. In this way, bigger schools with greater numbers of ISCED Level 2 teachers had a greater probability of being selected (and were consequently assigned a lower school weight), and smaller schools with fewer ISCED Level 2 teachers had a smaller probability of selection (with a greater school weight assigned). Weighting adjustments were made within each explicit stratum after participation figures were finalised. Other stratification variables used in Australia when selecting the school sample were State (NSW, VIC, QLD, WA, SA, TAS, NT and ACT), sector (Government, Catholic and Independent), and geographic location (metropolitan, rural, remote). In total, 200 schools, or primary sampling units (PSU) were sampled in Australia.

### 3.3.2 Sampling Stage Two: Teacher Sample Selection

Within each selected school, ISCED Level 2 teachers (secondary sampling units –SSU) were selected from the Teacher Listing Form (TLF) with equal probability. A teacher of ISCED Level 2 is one who, as part of their regular duties in the target school, provides instruction in programmes at the ISCED Level 2. Teachers who teach a mixture of programmes at different levels including ISCED 2 programmes in the target school are included in the target population. There is no minimum cut-off for how much ISCED Level 2 teaching they need to be engaged in. However, teachers were excluded from selection if they met any one of the following criteria:

1. Teacher teaching to special needs students only;
2. Teacher is a substitute, emergency or occasional teacher;
3. Teacher teaching exclusively to adults;
4. Teacher on long-term leave;
5. Teacher who is also the school principal; or
6. Teacher who participated in the TALIS 2007 Field Trial.

From the resulting list of eligible teachers from each school, a fixed number of teachers (20) were randomly selected and were invited to complete the survey. This minimum number was set at 20 to allow for reliable estimation and modelling, whilst also allowing for some amount of non-response. If a school had less than 20 teachers, all of the teachers in the school were invited to participate. If a school had between 21 and 30 teachers, again, all of the teachers were invited to participate. This strategy was advisable for both practicality and efficiency reasons. Final teacher weight was later calculated by multiplying the weight and adjustment factors for both school and teachers.

If individual units (teachers) could be sampled directly from a complete and current list of the units (all ISCED Level 2 teachers in Australia), a sample size of only 400 units (teachers) would be needed to meet validity and reliability requirements. However, actual survey conditions dictated that the teachers be sampled in rather homogeneous groups, namely a school, thereby clustering the survey responses. It is also the case that during the survey administration period, some selected teachers will be absent, or will refuse to participate for some reason, resulting in non-response. These two factors: non-response and clustering, required that the sample size be adjusted upwards to 4,000.

### 3.3.3 Replacement Schools

In order to help maintain the sample size and help reduce response and non-response biases, a sample of replacement schools was also selected at the same time as the primary sample of schools. For each sampled school, up to two replacement schools were identified. These were the schools just above and just below the selected school on the sampling frame sorted by MOS. In the event of a school not responding or refusing to participate in the survey, their first replacement school was then asked to take part. If the first replacement declined to participate or did not respond to the request, the second replacement school was approached. In the case of a second replacement school declining to participate or not responding to the invitation, no further schools were approached to participate in this explicit stratum.

As the number of replacement schools increases, the sample loses its probabilistic features and becomes increasingly ‘purposive’. This effectively undermines the reliability, validity and interpretability of the country’s results which is why great lengths were taken to revert to replacement schools only after non-participation by the originally sampled school was confirmed and unavoidable.

## 3.4 PARTICIPATION RATES

In order to maintain a minimum level of quality, the IEA DPC set minimum requirements in terms of both teacher and school participation (or response) rates. These requirements state that at least 75 percent of schools (after replacement) and at least 75 percent of teachers within the selected schools must participate in the survey. Participating schools that fail to yield at least 50 percent of participating teachers will be considered as non-participating even though the number of participating teachers may be enough to contribute to some of the analyses. Reaching these levels of participation does not preclude that some amount of error may be present in the results, but it should at least minimise the negative impact of non-response biases.

The final Australian participation rate for schools was 76 percent after replacement which was above the necessary 75 percent required for sampling validity and inclusion in the TALIS International Report. Australia also met the required 75 percent teacher response rate with a sampled participation rate of 79 percent for teachers, and 99 percent for principals (60 percent and 75 percent respectively after school participation rate was accounted for). Further details are provided in Tables 3.2, 3.3 and 3.4, with participation rates by jurisdiction and sector presented in Tables 3.5 and 3.6.

**Table 3.2:** School Response and Participation Rates for Australia (Before and After Replacement)

Number of schools sampled	Number of responding schools (before replacement)	School response rate (before replacement)	Number of responding schools (after replacement)	School response rate (after replacement)	Number of participating schools (after reduction for low-within school response)	Final school participation rate
200	94	47%	165	83%	151*	76%*

\* Two schools (one sampled school and one replacement school) were later found to have deviated slightly from the procedures identified in the methodology, and were therefore discounted in the final participation tally. This brought Australia's final unweighted school participation rate down to 74.5%. Weighted rates nevertheless exceeded the necessary 75% minimum.

**Table 3.3:** Teacher Participation Rates for Australia

Number of schools sampled	Number of participating schools	School participation rate	Number of teachers sampled	Number of participating teachers	Sampled teacher participation rate	Final teacher participation rate
200	151	76%	2933	2318	79%	60%

**Table 3.4:** Principal Participation Rates for Australia

Number of schools sampled	Number of participating schools	School participation rate	Number of principals sampled	Number of participating principals	Sampled principal participation rate	Final principal participation rate
200	151	76%	151	150	99%	75%

**Table 3.5:** Final School and Teacher Participation Rates by State and Territory

State	Number of schools sampled	Number of participating schools	School participation rate	Number of teachers sampled	Number of participating teachers	Sampled teacher participation rate	Final teacher participation rate
ACT	4	4	100%	88	68	77%	77%
NSW	63	49	78%	952	740	78%	61%
NT	4	3	75%	60	46	77%	58%
QLD	36	23	64%	450	356	79%	51%
SA	18	14	78%	262	207	79%	62%
TAS	7	6	86%	107	89	83%	71%
VIC	43	32	74%	634	515	81%	60%
WA	25	20	80%	380	297	78%	62%

**Table 3.6:** Final School and Teacher Participation Rates by School Sector

Sector	Number of schools sampled	Number of participating schools	School participation rate	Number of teachers sampled	Number of participating teachers	Sampled teacher participation rate	Final teacher participation rate
Catholic	41	35	85%	692	573	83%	71%
Govt.	125	87	70%	1670	1273	76%	53%
Indep.	34	29	85%	571	472	83%	71%



### 3.4.1 Strategies to increase participation

The issue of participation rates is problematic in the Australian context, (although it should be noted that we are not alone in respect of this issue). It is well documented that a major challenge is inherent in achieving acceptable response rates in voluntary teacher surveys (e.g. SiAS 2008 Study; SITES 2006 study). One of the main problems pertains to the fact that there are too many surveys ‘jostling for attention’ (Owen et al., 2008), and that there is not a regular, predictable cycle of data collection producing results that are seen as important across the whole teaching profession. It is, however, incumbent on ACER to try all strategies to achieve the quality standard defined by the study.

In order to maximise Australian participation rates at a school level, an advisory group comprising members from each educational department jurisdiction (including national Catholic and independent school representatives). Members from the TALIS Australian Advisory Group (AAG) were asked to make contact with each school in their jurisdiction in order to inform the principals to expect communications from ACER and to strongly recommend that sampled schools participate in the survey.

In order to maximise participation at a teacher level, ACER also instigated the following:

- Posted TALIS information in teacher bulletins;
- Included TALIS information in teacher journals, online sites, intranets and newsletters;
- Established a dedicated TALIS Hotline;
- Incentives to participants: USB memory sticks were provided to all School Co-ordinators; and participating teacher morning teas were sponsored by ACER.

## 3.5 DATA QUALITY

Quality assurance in TALIS was vital in order to streamline the approach to survey administration across participating countries and to thereby make international comparisons of teacher and principal survey results possible. For this reason, a number of quality control measures were put into place for the conduct of the TALIS project in Australia.

### 3.5.1 Field Trial

The Field Trial provided the opportunity to test the processes designed by the IEA in an Australian context. One issue which was resolved before the Main Study involved the Teacher Tracking Form given to School Coordinators which, in their original format, also provided the login details of the participating teachers. ACER informed the IEA of the possible compromise to the data as teacher confidentiality was potentially endangered. This was rectified for the Main Study and the integrity of the data was maintained. The same quality control measures for data entry, as detailed below, were also employed for the Field Study.

### 3.5.2 Quality Control with WinDEM

The Windows Data Entry Manager (WinDEM) software program was used for all data entry, editing, validation, and data verification tasks. This software aided in quality assurance processes in three ways, namely:

1. **Double Punching Check (File Comparison):** The ‘Double Punching Check’ facility in the WinDEM program was used for all paper (hard copy) surveys received and subsequently data entered. Every double-entered data file was compared against an original data file as a reliability check on the data entry. Whilst the desired margin of error for the agreement of the two files was zero percent, an error quota of one percent or less was accepted.
2. **Unique ID Check:** Duplication of records was prevented with the aid of the ‘Unique-ID’ facility in the WinDEM program.
3. **Validation Check:** Data values were verified with the aid of the ‘Validation Check’ facility in the WinDEM program. Values were checked against the valid data ranges for all items and out-of-range values were prevented.

### 3.5.3 National Quality Control Monitors (NQCMs)

National Project Managers were asked to conduct the national quality control program whereby the questionnaire administration in ten percent of the sampled schools was investigated by a National Quality Control Monitor (NQCM). For Australia, (with a total sample size of 200) this meant that 20 schools were to be included in the National Quality Control program. These 20 schools were randomly selected from the list of participating schools within a reasonable driving distance from the NQCM and their assistants. Nineteen out of the 20 schools which were approached agreed to meet with either the NQCM or one of their assistants. The one remaining school was consequently taken from the reserve list to make up the total number of 20. A breakdown of the schools monitored by sector and state is presented in Table 3.7:

**Table 3.7:** Quality Control: Monitored Schools by Sector and State

State	Sector				Total
		C	G	I	
	NSW	4	5	1	10
	QLD	1	2	1	4
	SA	0	1	0	1
	VIC	1	2	2	5
	Total	6	10	4	20

The main responsibilities of the NQCM were to firstly interview the School Coordinators of the selected 20 schools about the TALIS survey administration, and to then record their observations and the interview responses. These responses were then analysed by the ACER team, and a number of issues were identified as being somewhat problematic, as summarised below.

### 3.5.4 Areas of concern

A small number of School Coordinators (20 percent) experienced difficulties completing the Teacher Listing Form due to the confidentiality surrounding name/birth year info being handed out to external parties. This problem was solved by allocating number IDs to the teachers (the corresponding list of names was available only to the School Coordinator) and leaving the birth year blank (the generic 9999 code was entered in these cases).

Another issue involved the cooperativeness of the involved teachers. Almost half of the surveyed School Coordinators did not list the sampled teachers as being ‘extremely cooperative’, but rather ‘moderately’ or ‘somewhat’ cooperative. The main reasons for this had to do with teachers being ‘surveyed out’ or by being inconvenienced by the time of year the survey was conducted. Of this number, four School Coordinators reported that some of their teachers refused to participate.

This was confirmed again with 60 percent of School Coordinators stating that this was not an appropriate time of year to administer the survey.

ACER recognised the poor timing of the survey, which almost certainly had a negative impact on overall participation numbers. The survey was conducted towards the end of Term 4: a notoriously busy time of year with exam preparation, report writing and end of year functions (school plays, graduation ceremonies and award presentations) taking up much of the time of high school teaching staff. The allocated data collection period, however, was put in place by the IEA, and ACER was ultimately constrained by this timeline.

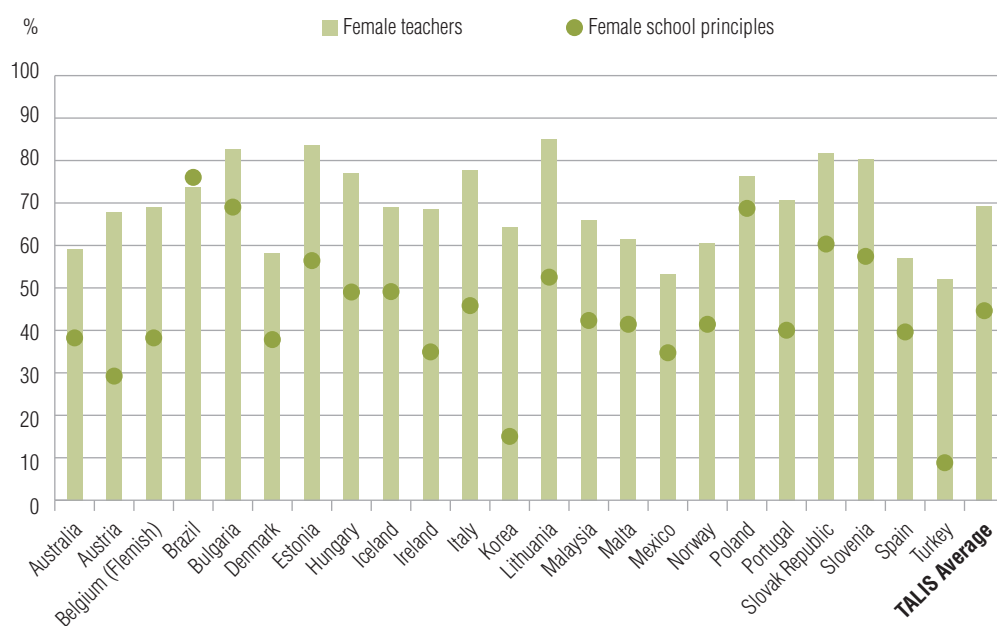
## 4. OUTCOMES OF TALIS INSTRUMENTS

### 4.1 DEMOGRAPHIC PROFILE OF TEACHERS

#### 4.1.1 Gender Demographic

The feminisation of the teaching profession is an international phenomenon that is supported by the TALIS data. Overall, the survey results show that 69 percent of the lower secondary school teachers who participated in the survey were female, with a slightly lower OECD average<sup>1</sup> of 66 percent, and 59 percent in the Australian context. Figure 4.1 shows the relative distribution of the female populations in the TALIS country teaching profession.

**Figure 4.1:** Percentage of teachers by gender



Given the relative proportions of female staff in lower secondary schools it is noteworthy that the ‘glass ceiling effect’ in Australia is also represented in the teaching profession with only 38 percent of females being principals in secondary schools. This is mirrored in most of the participating countries with Brazil being the notable exception. Table 4.1 shows the female proportions of teachers and principals across all the TALIS participating countries.

<sup>1</sup>‘OECD average’ refers to the average result of all OECD countries participating in the TALIS study, whilst ‘TALIS average’ refers to the average result of all countries participating in the TALIS study.

**Table 4.1:** Gender distribution of lower-secondary teachers

Country	Female teachers		Female school principals	
	%	(SE)	%	(SE)
Australia	59.2	(1.14)	38.2	(4.80)
Austria	67.9	(0.74)	29.2	(3.54)
Belgium (Flemish)	68.9	(1.45)	38.2	(4.29)
Brazil	73.6	(1.00)	76.0	(2.76)
Bulgaria	82.7	(1.02)	69.0	(5.98)
Denmark	58.1	(1.22)	37.8	(5.33)
Estonia	83.7	(0.55)	56.4	(3.25)
Hungary	76.9	(1.30)	49.0	(5.40)
Iceland	69.1	(1.46)	49.1	(5.15)
Ireland	68.6	(1.24)	34.9	(4.40)
Italy	77.7	(0.68)	45.8	(4.93)
Korea	64.4	(1.33)	15.0	(4.16)
Lithuania	84.9	(0.60)	52.5	(4.30)
Malaysia	66.0	(0.97)	42.3	(3.68)
Malta	61.4	(1.74)	41.4	(6.45)
Mexico	53.2	(1.26)	34.7	(5.11)
Norway	60.4	(1.07)	41.4	(4.14)
Poland	76.3	(0.68)	68.7	(3.69)
Portugal	70.7	(0.92)	40.0	(4.11)
Slovak Republic	81.7	(0.80)	60.3	(4.86)
Slovenia	80.4	(0.68)	57.4	(3.95)
Spain	56.9	(0.97)	39.6	(5.25)
Turkey	52.0	(2.27)	8.8	(6.30)
TALIS Average	69.3	(0.24)	44.6	(0.98)
OECD Average	66.38	(0.30)	39.42	(1.19)

#### 4.1.2 Teaching Age Demographic

The TALIS data support other surveys of the Australian teaching demographic and show that nearly 33 percent of the lower secondary school teachers are 50 years of age or more. In terms of succession planning, it is significant that the proportion of teachers entering the profession in the age groups below 30 represents only 18 percent of the teaching workforce.

**Table 4.2:** Age distribution of lower-secondary teachers

Age group	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
Teachers aged under 25 years	4.5	0.5	3.0	0.1	2.7	0.1
Teachers aged between 25-29 years	13.7	0.7	12.1	0.2	12.0	0.2
Teachers aged between 30-39 years	22.6	1.1	28.0	0.2	27.5	0.3
Teachers aged between 40-49 years	26.5	1.0	29.6	0.2	29.5	0.3
Teachers aged between 50-59 years	28.9	1.2	23.5	0.2	24.5	0.3
Teachers aged between 60 years or more	3.8	0.4	3.9	0.1	3.8	0.1

As Table 4.2 shows, the issue of an ageing teaching workforce is one which is being experienced internationally. Australia has a higher proportion of teachers aged 50 years or more, indicating a potential problem of increased demand in the near future, though it has a somewhat higher percentage of teachers in the under-30 cohort than the TALIS and OECD averages.

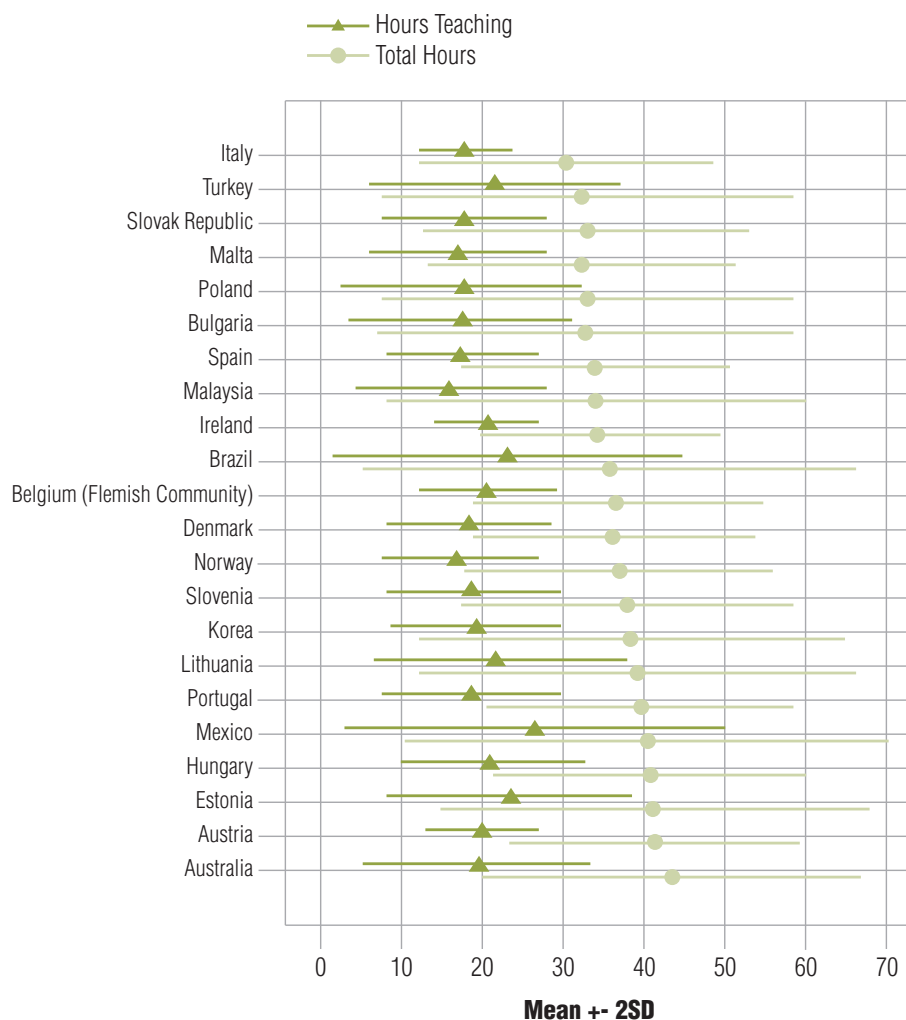
### 4.1.3 Teaching load

Typically the majority of respondents were classroom teachers with the randomised selection generating an assumed representation of teachers and leading teachers. The data collection allowed teachers to classify the time spent in the school life into four categories:

1. Time in classroom teaching;
2. Time assigned to planning or preparation of lessons, including marking (both in and out of school);
3. Time spent undertaking administrative duties (both in and out of school);
4. Time spent undertaking other duties (such as playground supervision, detention duty etc).

For Australia, the average time spent teaching in the classroom was reported as just over 19 hours per week. The average time spent undertaking planning, administrative and 'other' duties was reported as 12, 9 and 6 hours respectively. Overall, Australian teachers reported their average working week as equating to over 44 hours, which is the highest reported figure of any of the participating TALIS countries (see Figure 4.2).



**Figure 4.2:** TALIS participants teaching loads

These data reflect the assertions (such as those made by some teacher unions) that significant amounts of time are directed to activities other than the core role as classroom facilitator (Lipscombe 2007).

#### 4.1.4 School Resources

Data were collected from school principals concerning the extent to which a lack of resources in their school hindered the instruction provided to students. Australia rates very highly with respect to the qualifications of the teaching workforce with almost 98 percent of the surveyed teachers holding a bachelors degree, a masters degree or above. However there is a perception amongst principals that structural issues can hinder the optimum conditions for the instruction of students.

Table 4.3 is an extract from the international dataset that shows the Australian situation relative to the TALIS and OECD averages.

**Table 4.3:** Percentage of teachers in schools where the principal considered the following resource issues to hinder instruction ‘a lot’ or ‘to some extent’

Resource	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
A lack of qualified teachers	40.5	4.7	37.5	0.8	36.4	1.0
A lack of laboratory technicians	14.0	3.2	32.9	0.7	33.9	0.9
A lack of instructional support personnel	38.1	4.2	47.5	0.8	51.2	1.0
A lack of other support personnel	40.4	4.2	45.9	0.7	49.1	0.9
Shortage or inadequacy of instructional materials	15.5	3.1	34.2	0.8	33.8	1.0
Shortage or inadequacy of computers for instruction	32.2	4.6	43.2	0.8	43.0	1.0
Shortage or inadequacy of other equipment	31.7	4.4	49.7	0.8	49.2	1.1
Shortage or inadequacy of library materials	20.9	3.7	40.8	0.8	40.4	1.0

The table reveals that over 40 percent of Australian secondary teachers work in schools in which the principal believes that a lack of qualified teachers<sup>3</sup> hinders instruction.

In relation to other resources, Australia is relatively well-positioned when compared to both the entire TALIS group of countries and the OECD group as “a lack of qualified teachers” is the only domain in which Australia achieved a higher than average percentage.

#### 4.1.5 School Autonomy

The data collected from principals enabled summaries to be prepared that reflect the extent to which principals have direct control over a number of aspects of the school environment.

**Table 4.4:** Percentage of teachers whose school principal reported that considerable responsibility for the following tasks is held at the school level

Task	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
Selecting teachers for hire	76.8	3.1	67.7	0.4	68.4	0.6
Firing teachers	52.2	3.6	60.7	0.5	58.9	0.7
Establishing teachers' starting salaries	24.8	3.5	24.3	0.6	22.3	0.7
Determining teachers' salary increases	23.5	3.4	25.6	0.6	24.2	0.7
Allocating funds for teachers' professional development	98.2	1.1	60.3	0.6	63.5	0.7
Formulating the school budget	93.1	2.6	75.3	0.6	79.3	0.8
Deciding on budget allocations within the school	100.0	0.0	88.2	0.5	90.1	0.6

<sup>3</sup>It should be noted, however, that the term ‘qualified teachers’ was not explicitly defined on the principal survey instrument.

Table 4.4 shows that although Australian principals have a high degree of influence over the selection of teachers (77 percent) they have little influence over aspects of their career development with respect to salary or termination. This perceived lack of control over career development may influence the effectiveness of interventions discussed in the Feedback and Appraisal section (Section 4.4) of this report. This shows that there is a general perception that initiative and achievement are not rewarded and that teacher underperformance is generally not addressed adequately.

Australian principals also report that they have a high level of responsibility in relation to the allocation of funds for teachers' professional development. Interestingly, in the Professional Development section of this report (Section 4.3), it is shown that less than 33 percent of teachers report that their reason for non-participation in professional development exercises is that the exercises are 'too expensive', whilst 27 percent report that non-participation is due to 'lack of employer (principal) support'.

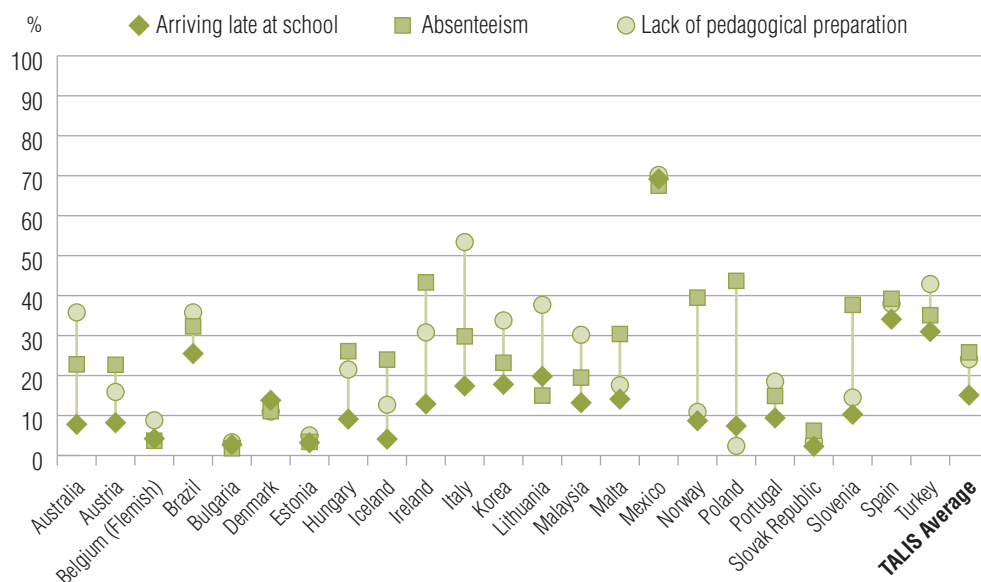
With regard to student admission, discipline and curriculum-related domains, Australian principals report having a significant level of autonomy. More than 95 percent of Australian principals report having 'considerable responsibility' over student admission and discipline policies, where 'considerable responsibility' is defined as having an active role in decision making. With the exception of mandated curricula, principals report having almost total autonomy over most curriculum-related issues such as course offerings, text books and assessment policies.

#### **4.1.6 School Climate**

Principals were requested to complete a number of survey items that related to factors of teacher behaviour that they felt impacted on the quality of teaching and learning within the school. Figure 4.3 shows the international position on three issues; 'Teacher tardiness', 'Absenteeism' and 'Lack of pedagogical preparation'.

In relation to tardiness (arriving late at school), only eight percent of teachers work in schools where principals perceive this to be an issue. In the area of absenteeism, Australia rates closely with the TALIS average (23 percent versus 26 percent) however Australian principals were 6th highest of TALIS countries in reporting lack of pedagogical preparation by teachers to be hindering instruction. In regard to this issue, Australia rates unfavourably compared to most European counties with the exception of Italy.

**Figure 4.3:** Percentage of teachers in schools whose school principal reported that the following teacher behaviours hindered the provision of instruction in their school ‘a lot’ or ‘to some extent’



## 4.2 TEACHER PRACTICES AND BELIEFS

In order to better understand educational processes and to subsequently enable their improvement, the beliefs, attitudes and practices which underpin them must first be examined. Teacher practices and beliefs arguably shape and inform the environment in which student learning takes place, and they are closely linked with influencing both student motivation and achievement, and teachers' coping strategies and overall well-being. For these reasons, TALIS investigated the existence and predominance of teacher practices, attitudes and beliefs across and between teachers, schools and countries.

### 4.2.1 Background

The theoretical framework underpinning this study's analysis of teacher practices, attitudes and beliefs is informed by previous research into the area of instructional quality (Lipowsky et al. 2008). It is based upon a tri-archic model of instructional practices, the basic dimensions of which are:

1. Structuring practices – clear and well-structured classroom management which includes key components of direct instruction;
2. Student-oriented practices – practices which are more individualised or which require more active involvement of students; and,
3. Enhanced activities – active student participation activities often involving project work.

The dichotomy between constructivist beliefs and more traditional beliefs about teaching and learning is also of relevance to any discussion concerning teacher practices and attitudes, and is a dichotomy which, in turn, underpins the three

basic dimensions of instructional practices outlined above. The more traditional ‘direct transmission’ approach is one which sees the teachers’ role as being responsible for the ‘communication of knowledge in a clear and structured way, to explain correct solutions, to confront students with clear and resolvable problems and to ensure calmness and discipline in the classroom’. On the other hand, the constructivist view provides a more dynamic conceptualisation of teaching and learning as students are not seen as passive recipients into whom information is transmitted, but as active participants, or agents, in the process of acquiring knowledge. Teachers with views aligned with constructivist notions of teaching and learning are generally more inclined to see their role as involving the facilitation of active learning, rather than simply being responsible for transmitting information to, and providing correct solutions for, their students (Peterson et al. 1989).

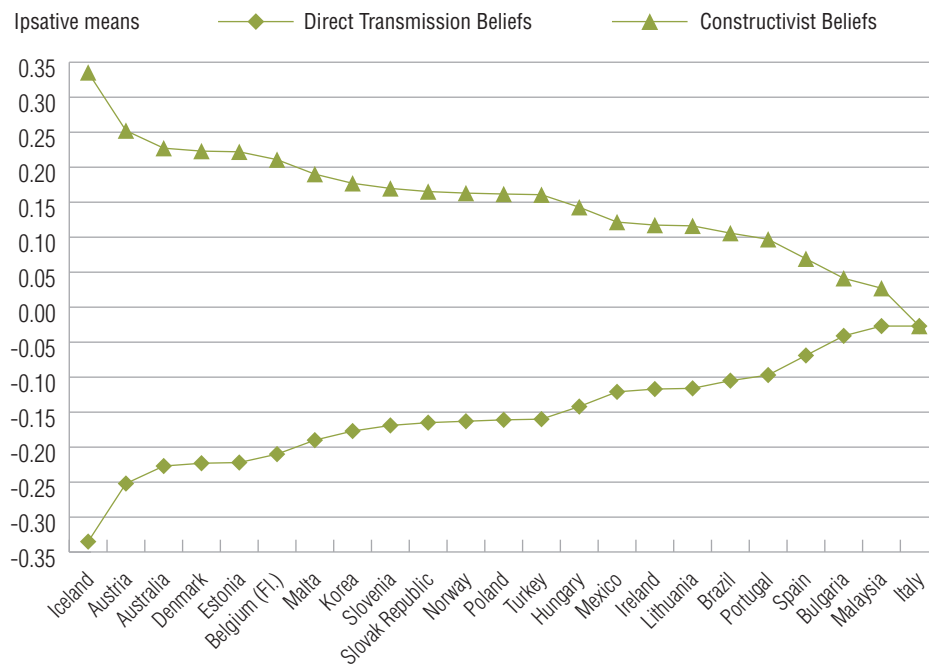
#### **4.2.2 Beliefs about instruction**

In the TALIS survey instrument, beliefs about instruction were measured on a four-point Likert scale, which ranged from 1 = ‘strongly disagree’ to 4 = ‘strongly agree’. Factor analysis of TALIS data found that two distinct belief structures emerged with respect to teaching and learning. This dichotomy mirrored that discussed previously, with items grouped under either a ‘direct transmission’ belief system, or a constructivist belief system.

1. The ‘direct transmission’ category comprised four items in the survey instrument, namely:
  - ‘Effective/good teachers demonstrate the correct way to solve a problem’;
  - ‘Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly’;
  - ‘How much students learn depends on how much background knowledge they have – that is why teaching facts is so necessary’; and,
  - ‘A quiet classroom is generally needed for effective learning’.
2. The ‘constructivist’ category again comprised four items in the survey instrument, namely:
  - ‘My role as a teacher is to facilitate students’ own inquiry’;
  - ‘Students learn best by finding solutions to problems on their own’;
  - ‘Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved’; and,
  - ‘Thinking and reasoning processes are more important than specific curriculum content’.

Figure 4.4 shows that in almost all countries (the only exception being Italy) there is a preference of constructivist beliefs over direct transmission beliefs. This preference is particularly pronounced in Australia (after Iceland and Austria), which indicates that Australian teachers view their role as involving the facilitation of active learning rather than solely transmitting knowledge to their students.

**Figure 4.4:** Country ipsative means for ‘direct transmission beliefs’ and ‘constructivist beliefs’

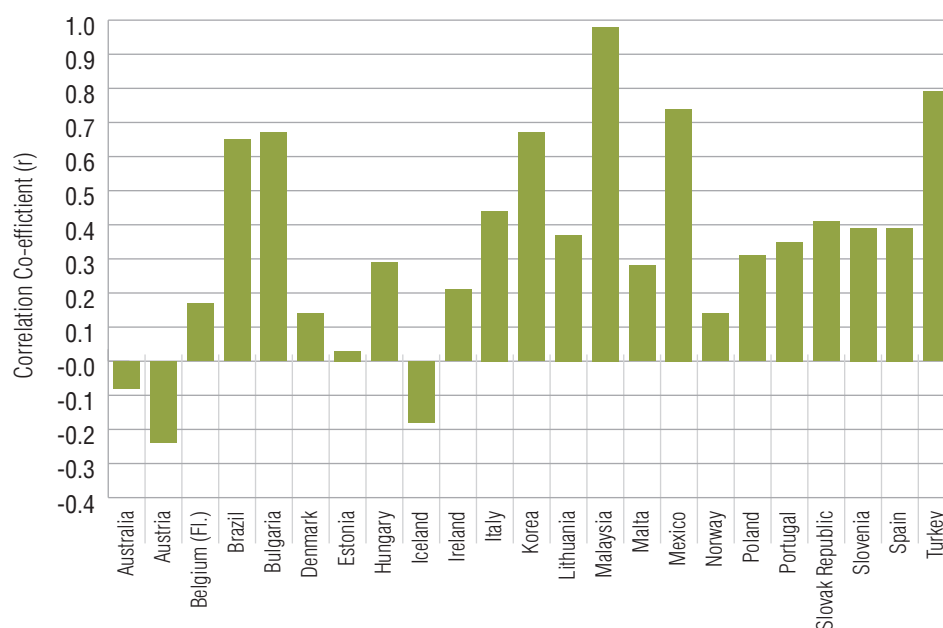


Note: Countries are ranked by the strength of preference among teachers in each country between direct transmission beliefs about teaching and constructivist beliefs about teaching. So, teachers in Iceland show the strongest preference for constructivist beliefs, over direct transmission beliefs.

Source: OECD, TALIS Database.

It is also clear than in Australia, as for other countries, variance amongst teacher response is small, which means that the views of the majority of teachers are aligned with this belief profile. It is also true, however, that approximately 50 percent and 75 percent of this (small) variation with respect to direct transmission and constructivist beliefs respectively is explained by variation between teachers, as opposed to variation between schools or between countries. This shows that whilst the majority of Australian teachers may be aligned with a constructivist belief system, most variation from this belief system cannot be explained by school- or country- specific traditions or beliefs, but is instead due to variation at the individual teacher level.

An analysis of the correlation between direct transmission and constructivist beliefs (as shown in Figure 4.5) shows that Australian teachers (along with teachers from Austria and Iceland) tend to ‘take sides’ with respect to their beliefs about instruction. That is, they tend to endorse either a constructivist or a direct transmission belief which is shown by the (weak) negatively correlated relationship (with a correlation co-efficient of -0.08) in Figure 4.5.

**Figure 4.5:** Correlations between direct transmission and constructivist beliefs by country

Note: All values represent statistically significant correlations except for that of Estonia

### 4.2.3 Classroom teaching practices

In the TALIS survey instrument, classroom teaching practices were measured on a 5-point scale which ranged from 1 = ‘never or hardly ever’ to 5 = ‘in almost every lesson’. Teachers were asked to answer the questions with reference to a ‘target class’, which for the purposes of this study, was defined as the first Year 7 – 10 class that they would typically teach in their school after 11am on Tuesdays. The three basic dimensions outlined previously formed the three scales with regard to teaching practices and were each made up of a discrete group of items from the survey instrument.

1. The ‘structuring practices’ category comprised five items, namely:
  - ‘I explicitly state learning goals’;
  - ‘At the beginning of every lesson I present a short summary of the previous lesson’;
  - ‘I review with the students the homework they have prepared’;
  - ‘I check my students’ exercise books’; and,
  - ‘I check, by asking questions, whether or not the subject matter has been understood’.
2. The ‘student-oriented practices’ category comprised four items, namely:
  - ‘Students work in small groups to come up with a joint solution to a problem or task’;
  - ‘Students work in groups based upon their abilities’;
  - ‘Students evaluate and reflect upon their own work’; and,
  - ‘I ask my students to suggest or to help plan classroom activities or topics’.

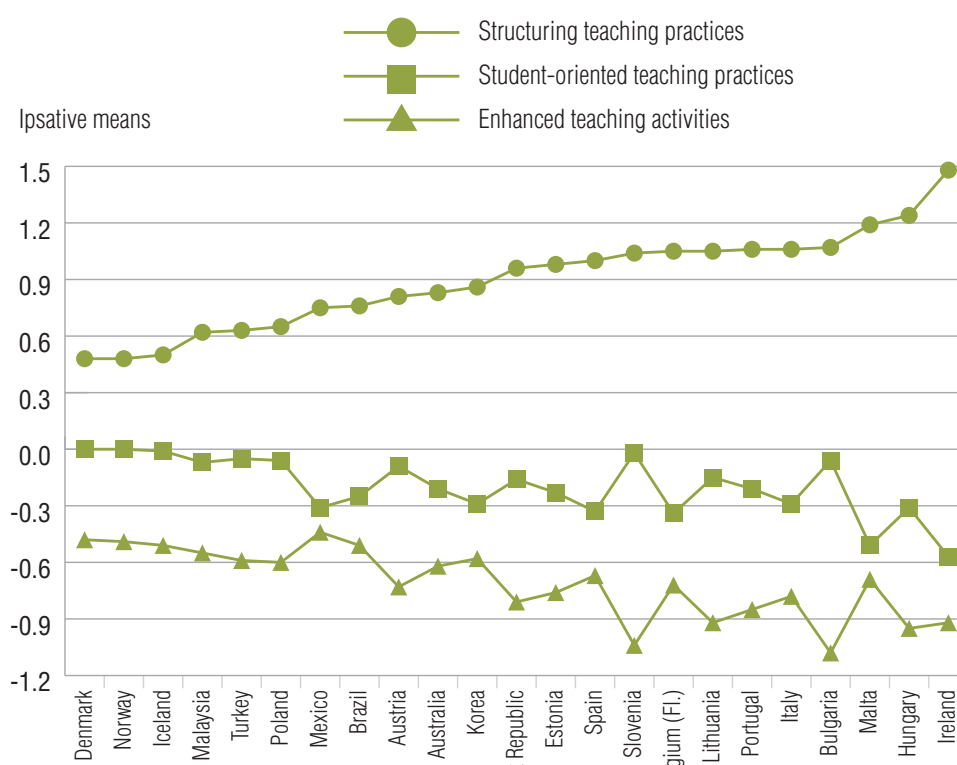


3. The ‘enhanced activities’ category also comprised four items, namely:

- ‘Students work on projects that require at least one week to complete’;
- ‘Students make a product that will be used by someone else’;
- ‘I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length’; and,
- ‘Students hold a debate and argue for a particular point of view which may not be their own’.

As shown in Figure 4.6, Australia is placed in the middle section of the inter-country comparison with regard to use of classroom teaching practices. Like all other TALIS countries, Australian teachers use structuring practices (such as those outlined above) more frequently than they would use student-oriented practices, and more frequently still than enhanced activities. This trend is particularly apparent in the subject areas of mathematics and science, whilst humanities subjects showed comparatively higher levels of enhanced activity use (though structuring and student-oriented practices were still used more frequently).

**Figure 4.6:** Country ipsative means for ‘structuring practices’, ‘student-oriented practices’ and ‘enhanced activities’



Note: Countries are ranked by the relative frequency with which they engage in structuring teaching practices, student-oriented teaching practices and enhanced activities practices. Therefore, teachers in Denmark adopt the different practices to a fairly similar degree, while teachers in Ireland use structuring teaching practices much more than they do either student-oriented practices and enhanced activities practices.

Source: OECD, TALIS Database.

As noted in the TALIS International Report, research has shown that all three dimensions of classroom teaching practices are related to students' outcomes even though correlations might not always be linear. It was nevertheless suggested, however, that Australia may benefit from increasing teacher use of both student-oriented practices and enhanced activities in classroom teaching (OECD 2009).

#### **4.2.4 Cooperation amongst staff**

Cooperation amongst staff was another element of teaching practice which was investigated in TALIS. There is a consensus of opinion in educational literature with regard to the benefits of teacher cooperation at both a school- and teacher-specific level. At a school level, cooperation amongst staff can help to increase overall educational quality and school development by bringing together the resources, experience and strategies of individual teachers and harnessing the collective benefits of shared resources to improve school capabilities. At an individual teacher level, cooperation not only makes possible the exchange of ideas and practical advice, but also creates opportunities for social, emotional and professional support amongst teachers (Rosenholtz 1989; Clement & Vandenberghe 2000).

At a conceptual level, the different forms of cooperative behaviour can be divided into two broad categories. The first of these categories involves elements of exchange and coordination for teaching, which, at a practical level, comprises the exchange of instructional material between teachers and can include regular meetings for discussions about students, teaching strategies and subject matter. The second category, collaboration for professional development, involves more sophisticated forms of cooperation that include collective learning activities like observing others and providing feedback and teaching jointly as a team.

For the purposes of analysis in TALIS, these two categories were used as distinct (though not opposing) concepts within which teacher responses to cooperative activities were examined. Items were measured on an ordinal six point scale of frequencies with 1 = 'Never' and 6 = 'Weekly'. Items were preceded by the phrase 'How often do you do the following in this school?', and the breakdown was as follows:

1. 'Exchange and coordination for teaching' items:
  - 'Discuss and decide on the selection of instructional media (e.g. textbooks, exercise books)';
  - 'Exchange teaching materials with colleagues';
  - 'Attend team conferences for the age group I teach';
  - 'Ensure common standards in evaluations for assessing student progress';
  - 'Engage in discussion about the learning development of specific students'.

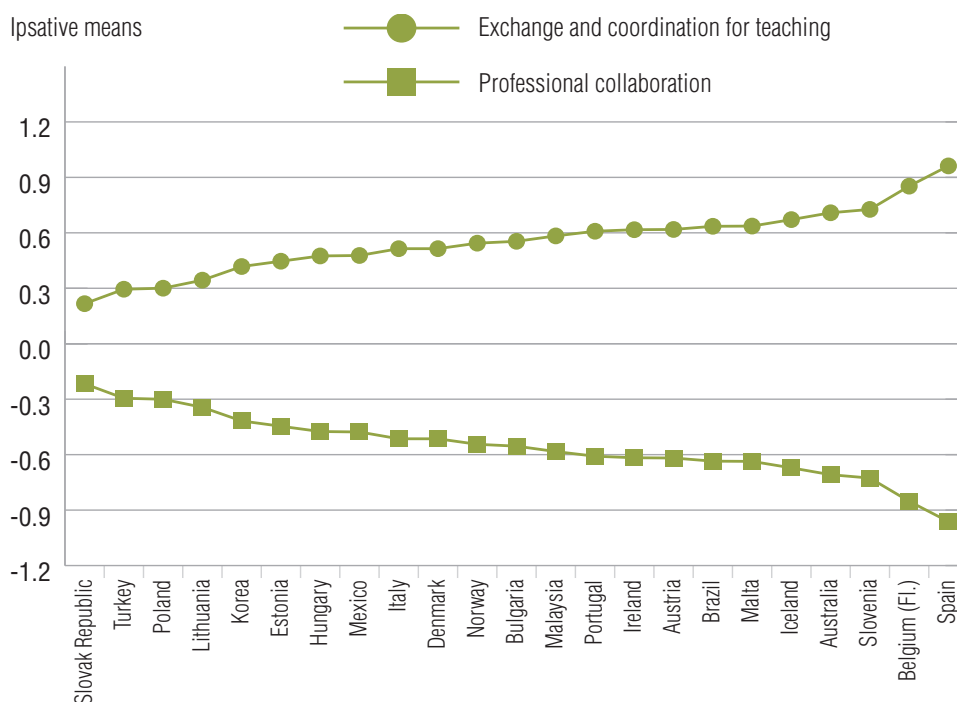
## 2. ‘Professional collaboration’ items:

- ‘Teach jointly as a team in the same class’;
- ‘Take part in professional learning activities (e.g. team supervision)’;
- ‘Observe other teachers’ classes and provide feedback’;
- ‘Engage in joint activities across different classes and age groups’;
- ‘Discuss and coordinate homework practice across subjects’.

From Figure 4.7, it is clear that Australian teachers exhibit practices of exchange and coordination far more frequently than those of professional collaboration. Whilst all countries demonstrated a preference of exchange and coordination for teaching practices over professional collaboration practices, the difference is particularly pronounced in Australia, with only the Slovak Republic, Turkey and Slovenia showing a larger gap between the two dimensions. This means that practices of team teaching, teacher observation and engagement in joint activities are relatively rare occurrences in Australian classrooms and that cooperative activities are more likely to take the form of exchanging teaching materials and discussing specific students learning development with colleagues.

Whilst both forms of cooperation are generally seen to enhance school development and teacher well-being, professional collaboration is seen to be the dimension most positively associated with the concept of ‘progressive professionalism’ (Clement & Vandenberghe 2000).

**Figure 4.7:** Country ipsative means for ‘exchange and coordination for teaching’ and ‘professional collaboration’



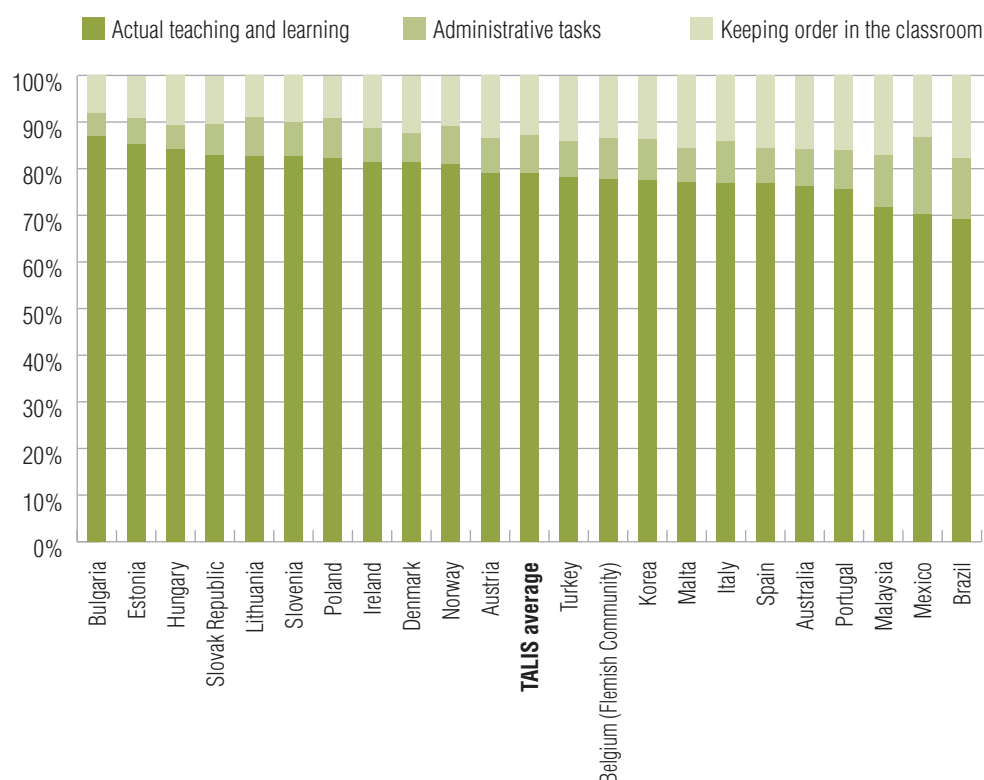
Note: Countries are ranked in ascending order of the degree to which teachers engage in exchange and coordination for teaching more than professional collaboration. For example, for teachers in the Slovak Republic both types of cooperation are reported almost equally frequently, while teachers in Spain report a more common practice of exchange and coordination for teaching over professional collaboration.

Source: OECD, TALIS Database.

#### 4.2.5 Time on task and classroom climate

With respect to their ‘target class’, teachers were asked to estimate the percentage of class time typically spent on each of three activities. The first of these was ‘administrative tasks’ which included tasks such as recording attendance and handing out school information/forms. The second pertained to keeping order in the classroom and maintaining discipline, and the third involved actual teaching and learning activities or ‘time on task’. The average results for each country are presented in Figure 4.8.

**Figure 4.8:** Distribution of time spent in the classroom during an average lesson



Note: Countries are ranked in descending order of the percentage of actual teaching and learning time.

Source: OECD, TALIS Database.

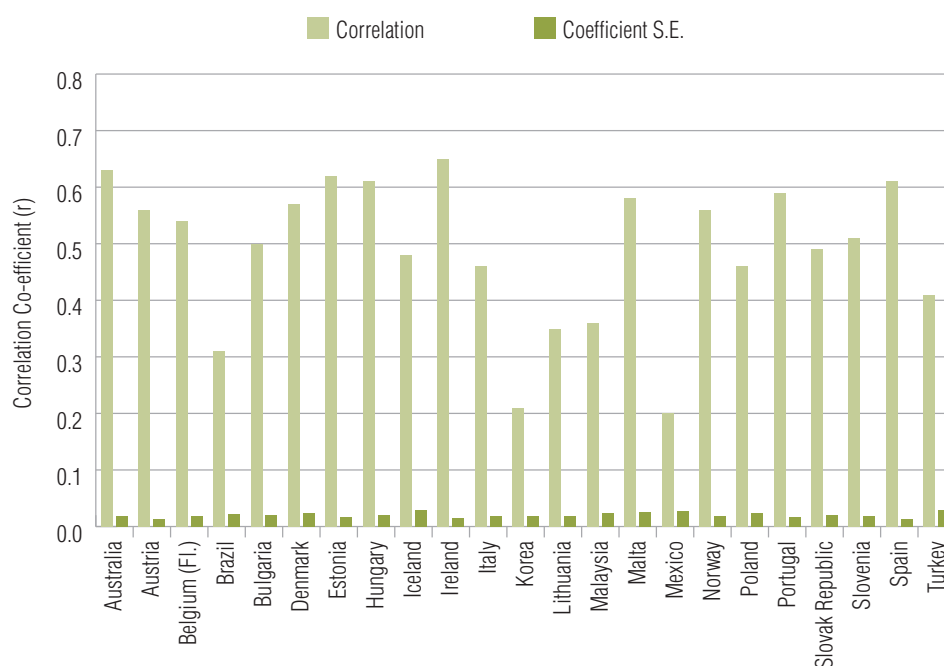
The average of all Australian responses shows that an average of 76 percent of classroom time is spent on actual teaching and learning activities. If percentage of time on task was used as a measure for determining effective use of lesson time (as is the case in the TALIS International Report), Australia would be placed 18th out of 23 on this scale, with more than 20 percent of teacher time spent on activities other than teaching and learning. This means that in excess of 20 percent of lesson time is spent on administrative tasks and keeping order in the classroom. Whilst time spent on administrative tasks in Australian classrooms is roughly equivalent to the average time spent on these activities in all TALIS countries (eight percent), a relatively high percentage of time is spent on keeping order in the classroom and maintaining discipline (approximately 16 percent in Australia; 13 percent for TALIS average).

The concept of the ‘classroom climate’ has to do with the learning environment and general atmosphere of a teacher’s classroom during lessons. It was measured in the TALIS survey instrument on a four-point Likert scale (with 1 = ‘Strongly Disagree’ and 4 = ‘Strongly Agree’) and comprised the following target class-specific items:

- ‘When the lesson begins, I have to wait quite a long time for students to settle’;
- ‘Students in this class take care to create a pleasant learning atmosphere’;
- ‘I lose quite a lot of time because of students interrupting the lesson’; and,
- ‘There is much noise in the classroom’.

Tests of correlation between responses to classroom climate items and the time on task item were performed with the following results:

**Figure 4.9:** Correlations of time on task and classroom climate within countries



Note: All values represent statistically significant correlations

As evident from Figure 4.9 above, classroom climate and time on task are positively correlated and correlations are statistically significant in all countries. This correlation is particularly strong in Australia which demonstrates the second highest correlation coefficient ( $r = 0.63$ ) of the group. This means that in all countries, and particularly in Australia, time spent on actual teaching and learning increases with the quality of the classroom climate.

The variance of responses analysed at a teacher-, school- and country-level show that, on average, 85 percent of total variance for classroom climate and 90 percent for time on task is due to variance within schools. As noted in the

International Report, individual classroom and teacher characteristics and aspects of the interaction of a specific teacher with a specific class are of major relevance for determining classroom climate and effective time use, followed by school level influences. From a policy perspective, this means that helping teachers improve their classroom management skills by way of noise and distraction coping/prevention strategies should significantly increase students' exposure to learning opportunities in the classroom.

#### 4.2.6 Self efficacy and job satisfaction

The concepts of self efficacy and job satisfaction were also examined in TALIS. Self efficacy can be defined as a 'judgement of one's capability to accomplish a given level of performance' (Bandura 1986, 391) and is a concept which is seen to be positively correlated with increased coping mechanisms in relation to student interactions, workload and stress (Bandura 1997; Ross 1998). Job satisfaction is a concept which has attained the status of widespread use and general understanding and is seen to have an influence on work-related behaviours such as absenteeism, fluctuation and performance (Dormann & Zapf 2001). As a result of considerable research in this field (Ashton & Webb 1986; Ross 1998), it is widely asserted that both self efficacy and job satisfaction are strongly linked to instructional practices and student achievement.

In the TALIS survey instrument, self efficacy comprised four items which were measured on a four-point Likert scale (where 1 = 'Strongly Disagree' and 4 = 'Strongly Agree'). These items were:

- 'I feel that I am making a significant educational difference in the lives of my students';
- 'If I try really hard, I can make progress with even the most difficult and unmotivated students';
- 'I am successful with the students in my class'; and,
- 'I usually know how to get through to students'.

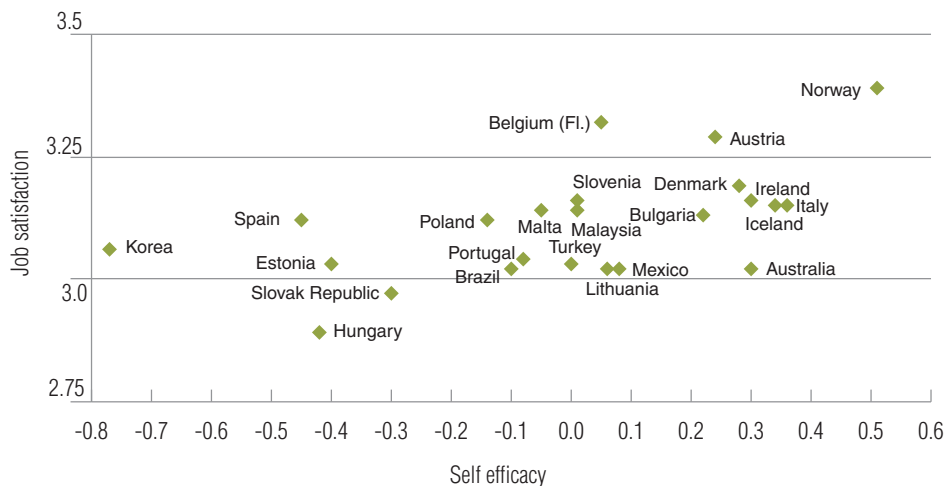
Job satisfaction was measured on a similar scale and comprised the following item:

- 'All in all, I am satisfied with my job'.

Australian teachers reported a relatively high degree of self efficacy, with an 'agree' or 'strongly agree' proportion of 94 percent for the 'making a significant educational difference' item, 87 percent for the 'I can make progress with even the most difficult students' item and 97 percent for both the 'I am successful' and 'I usually know how to get through' item. The standardised score for Australian teachers' self efficacy is therefore comparatively high, as evident from Figure 4.10 below. With regard to job satisfaction, however, the Australian mean response was slightly below average, with just over 82 percent of teachers agreeing or strongly agreeing with the statement that they are satisfied with their job. This is somewhat ameliorated by the fact that there was a generally small difference between countries for both factors, and teachers in different countries report very similar levels of self efficacy and job satisfaction (with the

notable exceptions of Norway and Hungary). Again, the majority of variance between responses (87 percent for self efficacy and 90 percent for job satisfaction) occurred as a result of individual teacher level variance which again suggests that individualised interventions might prove more effective than school or system level policies with reference to enhancing teachers' experiences of both factors.

**Figure 4.10:** Country means of teacher self efficacy and job satisfaction



Note: Factor scores for self efficacy were standardised, so that the international mean equals zero and the international standard deviation equals 1. Thus a negative score indicates a score for self efficacy that is below the international average. This might nevertheless be a high self efficacy.

#### 4.2.7 International summary

##### Highlights from the International Report

- Teachers overall are generally more inclined to see their role as a facilitator of active learning rather than directly transmitting information and providing correct solutions. This “constructivist” view of teaching is most dominant in northwest European countries, Scandinavia, Australia and Korea.
- Teachers use practices aimed at ensuring learning is well structured more often than they use practices that are more individualised or require more active involvement of students. Both of these teaching practices are used more often than active student participation activities involving project work. These findings are particularly true of teachers of mathematics in every country.
- Teachers rarely collaborate directly through methods such as team teaching. Most co-operation involves exchanging ideas and information.
- Most lesson time is spent teaching, but in some cases disruption and administration cause significant loss of teaching time. The greatest amount of variation in loss of teaching time is among different teachers within schools, suggesting a need to address the skills and dispositions of individual teachers.
- Teacher-student relations vary across countries, but two-thirds of all variation is due to within-school differences. This suggests a need for extra support for individual teachers rather than an evaluation of overall school culture.



- Variation with respect to job satisfaction and belief in personal teaching effectiveness is mostly due to within-school (rather than inter-school) differences. This again suggests that interventions may need to focus on individual teachers rather than on schools or school systems.
- Female teachers are more likely to see their role as being a facilitator of active learning (as opposed to directly transmitting information) than their male counterparts. They are also more likely to report that they engage in co-operation with colleagues, and that they use structuring and student-orientated practices than male teachers.
- Teachers who participate in professional development are likely to engage more in each of the teaching practices considered in TALIS.
- Policy interventions must be targeted at individual teachers, rather than at a school- or system-wide level.

Source: TALIS International Report (2009), various sections

## 4.3 PROFESSIONAL DEVELOPMENT

### 4.3.1 Types of professional development

TALIS asked lower secondary teachers about the professional development they had participated in during the 18 months prior to the survey. Teachers were initially requested to indicate whether or not they had participated in each of the following activities:

- Courses/workshops (e.g. on subject matter or methods and/or other education-related topics);
- Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems);
- Qualification programme (e.g. a degree programme);
- Observation visits to other schools;
- Participation in a network of teachers formed specifically for the professional development of teachers;
- Individual or collaborative research on a topic of interest to you professionally; and,
- Mentoring and/or peer observation and coaching, as part of a formal school arrangement.

Teachers were able to indicate participation in multiple activities.

TALIS then asked teachers for the number of days of professional development they had attended in the 18 months prior to the survey and how much of this was compulsory. The results are presented in Table 4.5 below.

**Table 4.5:** Participation of teachers in professional development undertaken by teachers in the previous 18 months

Country	Percentage of teachers who undertook some professional development in the previous 18 months		Average days of PD across all teachers		Average days of PD for those who took PD		Percentage of PD days taken that were compulsory	
	Mean	(SE)	Mean	(SE)	Mean	(SE)	Mean	(SE)
Australia	96.7	(0.43)	8.7	(0.19)	9.0	(0.20)	47.3	(1.17)
Austria	96.6	(0.37)	10.5	(0.17)	10.9	(0.16)	31.4	(0.66)
Belgium (Flemish)	90.3	(0.73)	8.0	(0.38)	8.8	(0.42)	33.6	(0.95)
Brazil	83.0	(1.21)	17.3	(0.70)	20.8	(0.79)	40.2	(1.17)
Bulgaria	88.3	(1.17)	27.2	(1.65)	30.8	(2.04)	46.9	(2.11)
Denmark	75.6	(1.26)	9.8	(0.34)	12.9	(0.40)	34.6	(1.43)
Estonia	92.7	(0.50)	13.1	(0.29)	14.2	(0.31)	49.2	(1.20)
Hungary	86.9	(1.77)	14.5	(0.50)	16.7	(0.41)	46.1	(1.58)
Iceland	77.1	(1.10)	10.7	(0.44)	13.9	(0.56)	49.9	(1.30)
Ireland	89.7	(0.78)	5.6	(0.21)	6.2	(0.21)	41.4	(0.99)
Italy	84.6	(0.76)	26.6	(0.98)	31.4	(1.17)	40.0	(1.08)
Korea	91.9	(0.59)	30.0	(0.57)	32.7	(0.55)	46.9	(0.85)
Lithuania	95.5	(0.40)	11.2	(0.21)	11.8	(0.21)	56.6	(0.98)
Malaysia	91.7	(0.67)	11.0	(0.32)	11.9	(0.33)	88.1	(0.64)
Malta	94.1	(0.75)	7.3	(0.25)	7.8	(0.26)	78.4	(1.07)
Mexico	91.5	(0.60)	34.0	(1.60)	37.1	(1.78)	66.4	(1.22)
Norway	86.7	(0.87)	9.2	(0.30)	10.6	(0.34)	55.5	(1.25)
Poland	90.4	(0.67)	26.1	(1.10)	28.9	(1.20)	41.0	(1.14)
Portugal	85.8	(0.87)	18.5	(0.89)	21.6	(1.01)	35.1	(0.99)
Slovak Republic	75.0	(1.13)	7.2	(0.30)	9.6	(0.38)	44.1	(1.19)
Slovenia	96.9	(0.35)	8.3	(0.20)	8.6	(0.20)	60.5	(0.93)
Spain	100.0	(0.03)	25.6	(0.51)	25.6	(0.51)	66.8	(0.99)
Turkey	74.8	(2.09)	11.2	(0.52)	14.9	(0.65)	72.8	(1.65)
TALIS Average	88.5	(0.20)	15.3	(0.14)	17.3	(0.16)	51.0	(0.25)
OECD Average	87.1	(0.3)	16.0	(0.2)	18.2	(0.2)	47.1	(0.3)

As TALIS was interested in professional development activities beyond the more structured types listed above, teachers were then asked whether or not they had participated in the following ‘less formal’ professional development activities:

- Reading professional literature (e.g. journals, evidence-based papers, thesis papers); and,
- Engaging in informal dialogue with peers on how to improve your teaching.

The data collection sought to answer the following three questions:

- How much does the amount and profile of teachers’ professional development vary within and among countries?
- How well are teachers’ professional development needs being met?
- How best should unsatisfied demand for professional development be addressed?

In Australia, participation in professional development is virtually universal with less than five percent of lower secondary teachers not having participated in development activities in the previous 18 months. On average, among all lower secondary teachers in the participating countries, teachers undertook 15.3 days of professional development in the 18 months prior to the survey. There is, however, significant variation between countries. In relation to the number of days taken, Australia is in the lowest quartile with an average of 8.7 days; almost half the TALIS average. Of further note is that of these 8.7 days, almost half (47 percent) were compulsory and possibly relate to structured pupil free days at the beginning of term (Table 4.5). This would suggest that on average, four days represent discretionary participation in professional development programs. Australia is close to the OECD mean and slightly under the TALIS mean for the number of compulsory professional development days taken.

There is no evidence to suggest that these characteristics are different for male or female teachers, nor is there any significant difference in participation between age groups evident in the data.

Clearly the range and type of professional development activities undertaken by teachers will influence the number of days of professional development that teachers report. Analysis of the international dataset indicates that enrolment in qualification programmes is likely to be the most time-intensive type of activity, though ‘Individual and collaborative research’ is also likely to require a prolonged time commitment from teachers than other activities. In Australia, despite above average participation in most types of activities, the low rate of participation in qualification programmes is likely to be part of the explanation for the low average number of days of development reported by teachers (Table 4.6).

**Table 4.6:** Types of professional development undertaken by teachers in the previous 18 months

Type of Professional Development	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
Courses and workshops	90.6	0.8	81.2	0.2	78.6	0.3
Education conferences and seminars	64.0	1.3	48.9	0.3	46.5	0.3
Qualification programmes	11.7	0.8	24.5	0.2	21.8	0.2
Observation visits to other schools	22.2	1.4	27.6	0.3	25.5	0.3
Professional development network	60.1	1.4	40.0	0.3	39.9	0.3
Individual and collaborative research	36.6	1.2	35.4	0.2	36.1	0.3
Mentoring and peer observation	48.6	1.3	34.9	0.3	35.1	0.3
Reading professional literature	82.4	1.1	77.7	0.2	76.3	0.3
Informal dialogue to improve teaching	93.7	0.7	92.6	0.1	91.6	0.2

Although the Australian statistics are not significantly different from other participating countries, it is of interest to note the relatively universal participation of teachers in these forms of in-service school based programs. It is also worth noting that, in an Australian context, the final two types of professional development listed in Table 4.6 (namely, ‘reading professional literature’, and ‘informal dialogue to improve teaching’) may be viewed as representing forms of personal learning, rather than the more structured forms of training with which the term ‘professional development’ is commonly understood in Australia.

TALIS also reports Australia as viewing the impact of the less formal type of professional development or personal learning, ‘Reading professional literature’, as lower than other participating countries. Reading of professional literature was listed as having a ‘high’ or ‘moderate’ impact upon development as a teacher by 66 percent of Australian teachers which was 16 percentage points below the international average (see OECD 2009, 74).

As noted in the International Report, a comparison of the level of participation in professional development and the type of professional development teachers undertake can indicate the different policy choices that school systems can make (OECD 2009, 53). These data suggest that Australian school systems focus more on maximising overall participation in professional development than they do on the intensity of professional development offered.

#### 4.3.2 Unsatisfied demand and development needs

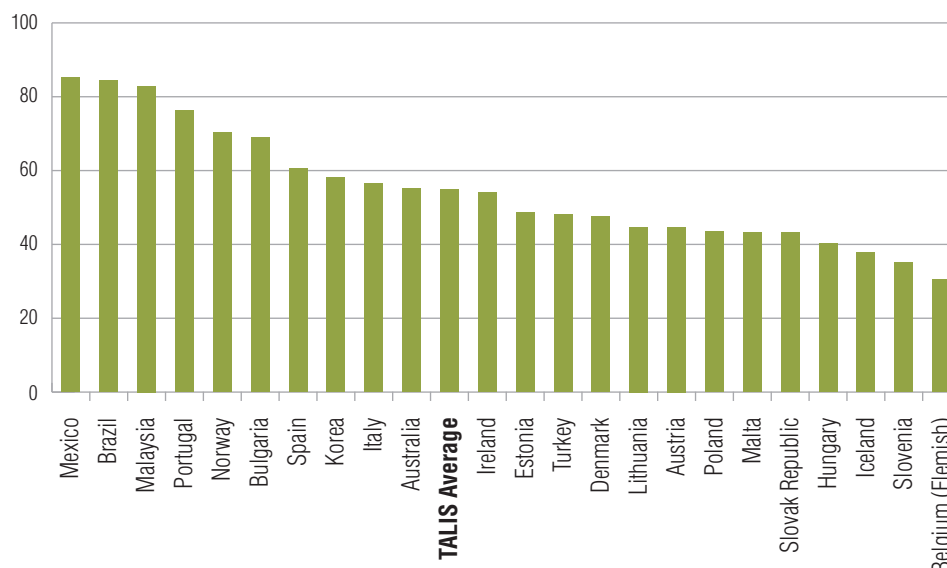
The question of how well teachers’ development needs are being met is considered through two indicators: the percentage of teachers who reported that they wanted more professional development than they had received in the 18 months prior to the survey, and the extent to which teachers reported that they had development needs in certain specified areas of their work as teachers.

Teachers in TALIS were asked whether, in the 18 months prior to the survey, they had wanted to participate in more professional development than they had undertaken. Table 4.7 summarises teachers' responses to this question. On average across countries, more than half of the teachers surveyed reported that they wanted more professional development than they actually received during the 18 months prior to the survey. The Australian statistic is consistent with the international average.

**Table 4.7:** Teachers who wanted to participate in more development than they did in the previous 18 months, by certain teacher and school characteristics

Country	All teachers		Female teachers		Male teachers	
	%	(SE)	%	(SE)	%	(SE)
Australia	55.2	(1.37)	57.9	(1.67)	51.3	(1.89)
Austria	44.7	(0.93)	46.0	(1.17)	41.9	(1.36)
Belgium (Flemish)	30.5	(0.98)	32.3	(1.40)	26.5	(2.50)
Brazil	84.4	(0.77)	85.9	(0.88)	80.5	(1.30)
Bulgaria	68.9	(1.77)	69.5	(1.62)	65.8	(4.77)
Denmark	47.6	(1.39)	49.6	(1.93)	44.8	(2.50)
Estonia	48.7	(1.07)	48.6	(1.16)	49.2	(2.38)
Hungary	40.2	(2.00)	39.9	(2.45)	41.0	(2.10)
Iceland	37.9	(1.47)	40.6	(1.93)	32.0	(2.36)
Ireland	54.1	(1.37)	55.7	(1.54)	50.7	(2.56)
Italy	56.4	(0.98)	58.4	(1.08)	49.2	(1.78)
Korea	58.2	(1.16)	60.5	(1.28)	54.1	(1.92)
Lithuania	44.7	(1.10)	45.4	(1.12)	40.9	(2.80)
Malaysia	82.9	(0.95)	83.8	(1.10)	81.1	(1.30)
Malta	43.3	(1.79)	44.4	(2.33)	41.4	(3.10)
Mexico	85.3	(0.85)	86.3	(1.04)	84.1	(1.15)
Norway	70.3	(1.13)	72.5	(1.43)	67.1	(1.76)
Poland	43.6	(1.04)	45.1	(1.28)	38.9	(2.07)
Portugal	76.2	(0.91)	77.5	(1.04)	73.1	(1.56)
Slovak Republic	43.2	(1.34)	44.3	(1.37)	38.6	(2.98)
Slovenia	35.1	(1.18)	34.9	(1.23)	36.0	(2.38)
Spain	60.6	(1.02)	63.8	(1.28)	56.4	(1.43)
Turkey	48.2	(2.21)	51.3	(2.13)	44.8	(3.22)
TALIS Average	54.8	(0.27)	56.3	(0.32)	51.7	(0.49)
OECD Average	53.3	(0.3)	55.1	(0.4)	49.7	(0.5)

**Figure 4.11:** Percentage of teachers who wanted more development than they undertook in the 18 months prior to the survey



As shown in Figure 4.11, just over 55 percent of Australian teachers reported that they wanted more professional development than they undertook in the 18 months prior to the survey.

The International Report also shows the extent of unsatisfied demand according to a range of teacher and school characteristics. In almost all countries, female teachers were more likely than male teachers to report that they wanted more development than they received, though the differences are not large. There is a pattern in Australia which is consistent with the international observation among countries for teachers aged less than 40 years, who in most countries were more likely than older teachers to report a desire for participation in more development. It is interesting to note, as shown later in Table 4.12, the high level of importance placed by Australian principals on professional development for teachers within their schools.

**Table 4.8:** Percentage of teachers indicating they have a ‘High level of need’ for professional development in the following areas and overall index of need

Professional Development needs	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
Overall index of development need (Maximum=100) <sup>1</sup>	44.2	0.3	52.9	0.1	50.9	0.1
Content and performance standards	8.3	0.6	16.0	0.2	11.9	0.2
Student assessment practices	7.5	0.6	15.7	0.2	12.7	0.2
Classroom management	5.2	0.5	13.3	0.2	10.5	0.2
Subject field	5.0	0.5	17.0	0.2	13.0	0.2
Instructional practices	3.6	0.4	17.1	0.2	13.6	0.2
ICT teaching skills	17.8	0.9	24.7	0.2	21.8	0.3
Teaching special learning needs students	15.1	1.0	31.3	0.2	29.9	0.3
Student discipline and behaviour problems	6.6	0.7	21.4	0.2	19.9	0.3
School management and administration	5.9	0.5	9.7	0.2	8.2	0.2
Teaching in a multicultural setting	4.0	0.4	13.9	0.2	12.3	0.2
Student counselling	7.3	0.6	16.7	0.2	15.1	0.2

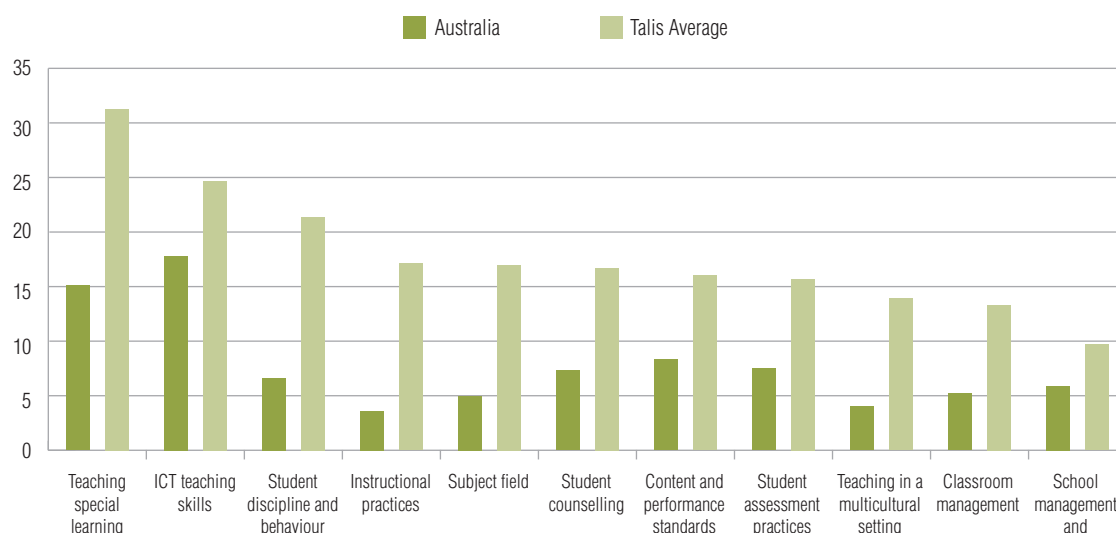
<sup>1</sup> Index derived from aggregating the development need for each teacher over all of the aspects of their work: 3 points for a high level of need; 2 points for a moderate level of need, 1 point for a low level of need and no points for cases where teachers noted no development need at all. These were then aggregated and divided by the maximum possible score of 33 and multiplied by 100.

Table 4.8 shows the overall index of development need for Australia as compared to both the TALIS and OECD averages, as well as the percentage of teachers indicating a high level of need for professional development in a number of areas. Australia’s overall index of development need is low compared to other countries, as is their reporting of a high level of need in any of the listed areas of professional development.

Again it is noteworthy that this spectrum of content and pedagogical traits captures only a relatively small proportion of the sample who expressed a desire for more development. A question for further research would involve which other professional development areas are perceived by Australian teachers as being areas of need.

In Australia, 24 percent of teachers with qualifications below a Diploma in Education or Bachelor level (ISCED level 5A) indicated that they desired a higher level of participation in PD courses. Although these data relate to less than 5 percent of the teaching workforce, it is notable that the majority of these teachers (who are probably from special access programs such as short course professional background/technical skill teachers) are satisfied with their access to professional development.



**Figure 4.12:** Areas of greatest development need for lower secondary teachers

In Australia, the extent of high development needs is below the international average in all eleven areas, most notably in ‘Teaching special learning needs students’ (16 percentage points below the international average), ‘Student discipline and behaviour’ (15 percentage points below the average) and ‘Instructional practices’ (13 percentage points below the average). No other country is below the international average in all eleven areas. With the exception of ‘ICT teaching Skills’ and ‘Teaching special learning needs students’, in each area the Australian response indicates that less than 10 percent of teachers perceive these areas as areas of need.

**Table 4.9:** Percentage of teachers who wanted to take more professional development and gave the following reasons for not undertaking such professional development

Reason for non participation	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
Did not have the pre-requisites	3.2	0.6	7.1	0.2	6.5	0.2
Too expensive	32.6	1.6	28.4	0.3	27.0	0.4
Lack of employer support	26.5	1.5	15.0	0.3	15.3	0.3
Conflict with work schedule	61.7	1.9	46.7	0.4	46.3	0.5
Family responsibilities	27.6	1.7	30.1	0.3	31.7	0.4
No suitable professional development	40.5	1.8	42.3	0.4	42.0	0.3

The major areas of non-participation in professional development that are shown to have the most impact are cost, lack of employer support, work load, family responsibilities and limited choice. The lack of employer support may be an issue of resources in providing teacher relief and direct financial support, or a function of the appropriateness and readiness of the teacher to attend particular course types.

The conflict with work schedule has a direct relation to load, responsibility and timing. However there is a significant issue to be addressed if, as the data suggest that there is need for professional development and the structures in place mitigate against this being fulfilled.

Across the 23 participating countries, the most commonly cited reason for teachers not undertaking more professional development than they did was ‘Conflict with work schedule’ (47 percent of teachers cited this), and Australia was ranked as having the third highest percentage (62 percent) for this criterion. Australia also ranked highly in the criterion ‘No suitable professional development’ (40.5 percent). In fact, in all but four countries, one or other of these two factors was the most frequently cited barrier preventing the take up of additional professional development.

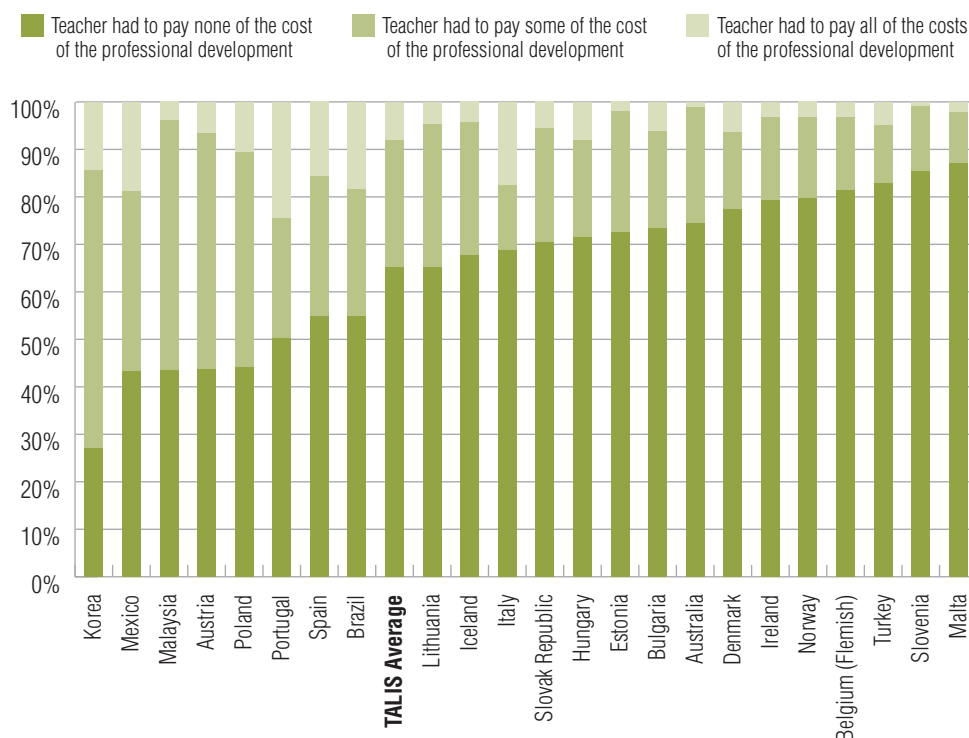
‘Conflict with work schedule’ may also account for the apparent burden that is placed on a school in terms of the inconvenience caused to colleagues and school routine when teachers are absent for a cause perceived to be non-essential. The importance of continuing professional development needs to be valued in the school environment.

There appears to be a significant negative correlation between the amount of professional development they actually undertaken and the extent to which teachers reported a lack of suitable professional development. In every country, those teachers who participated in a lower number of days of development in the previous 18 months on average, reported the lack of suitable development on offer as the reason for not taking more development than they did, than those teachers who did not report this as a barrier. This highlights the association between the perceived lack of suitable development on offer and the amount of development on which teachers embark.

### **4.3.3 Financing professional development**

As is evident from Figure 4.13, 25 percent of Australian participants indicated that they had contributed financially to their professional development, with only one percent having paid for the development in total. Interestingly, the international results show that teachers who are required to pay for some or all of their professional development are also more likely to feel that they need more than they receive. As noted in the International Report, this may be ‘partly indicative of the fact that, according to teachers, more time-intensive professional development activities were less likely to have been provided at no cost [and that there is] a significant desire among some teachers to take on development activities which are costly financially and in terms of time’ (OECD 2009, 68).

**Figure 4.13:** Percentage of teachers who contributed financially to their professional development



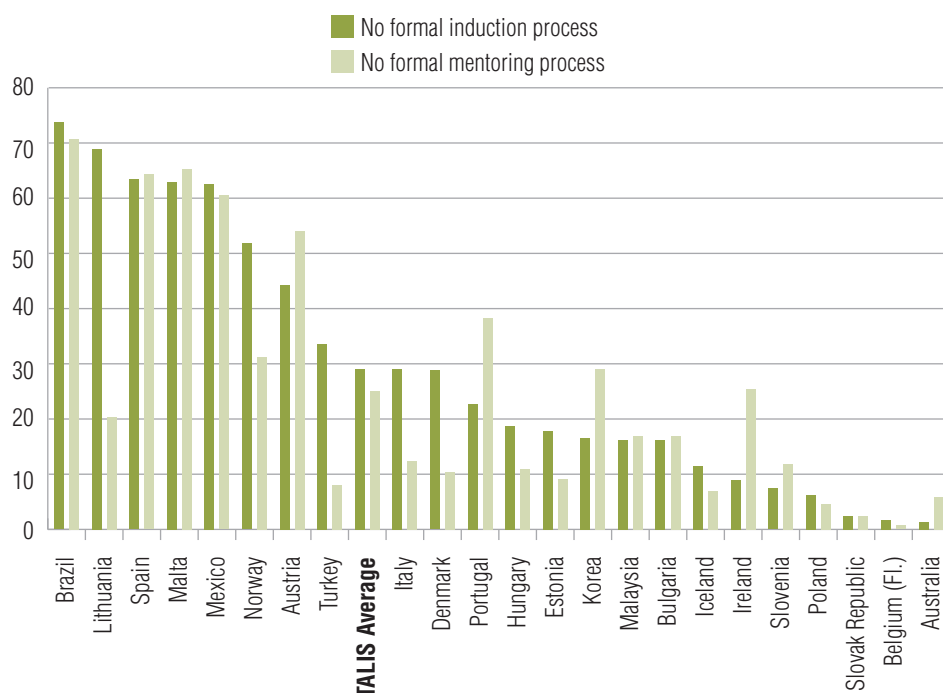
#### 4.3.4 Scheduled time

Almost two-thirds of teachers across the participating countries received scheduled time to take part in development activities but this varied substantially between less than 30 percent in Korea (24 percent), Portugal (25 percent) and Spain (29 percent), to well over 80 percent in Australia.

It is notable that the countries where ‘Conflict with work schedule’ was most frequently reported as a barrier are also those countries where teachers were least likely to have received scheduled time for professional development. However, across all countries there is not a distinct relationship between these two variables. The results tend to indicate that the scheduled time was either insufficient or not well aligned with the types of professional development that teachers wanted to do or that the time was perhaps provided for mandatory professional development only.

#### 4.3.5 Induction

For teachers in Australia, formal induction and participation in mentoring programmes is virtually a universal practice for all new teachers to the school. The situation in Australia is in sharp contrast to that in Brazil where almost three-quarters of teachers are in schools with no induction process and in Lithuania, Malta, Mexico and Spain where the figure for no formal induction exceeds 60 percent.

**Figure 4.14:** Percentage of teachers in schools with no formal induction or mentoring programmes

#### 4.3.6 International Summary

##### Highlights from the International Report

- Analysis of the TALIS data reveals that participation rates in professional development among lower secondary teachers are very high (89% on average among the participating countries), though the 11% who received no development is nevertheless a source of concern. In some countries (Denmark, Slovak Republic and Turkey) the rate of non-participation is around 25%;
- On average in TALIS countries, teachers' participation in professional development, represented just less than one day per month;
- Analysis of the TALIS data has revealed that the professional development needs of a significant proportion of teachers are not being met: more than half of the teachers surveyed reported that they wanted more professional development than they actually received during the 18 months prior to the survey;
- The aspects of teachers' work with greatest development need are Teaching special learning needs students, followed by ICT teaching skills and then Student discipline and behaviour;
- Those who paid more for the development that they undertook, took part in more than those who received it free. This is partly because the more time intensive development activities were more likely to be paid for by teachers themselves;

- Even when development is paid for by teachers, their demand is not satisfied: those who paid towards the cost were more likely to have said they wanted more;
- The main reason for unfulfilled demand (according to teachers) is the conflict that this has with their work schedule but lack of suitable development is also a significant factor;
- The types of development that teachers' regard as the most effective have, on average lower rates of participation among teachers;
- The activities that teachers report as the most effective for their development are also those for which they are more likely to have had to pay the full or part cost and to devote most time to.

Source: TALIS International Report (2009), Chapter 3

## 4.4 SCHOOL EVALUATION AND TEACHER APPRAISAL AND FEEDBACK

A key aim of the TALIS programme is to inform the current position of teachers and principals in relation to appraisal and feedback processes, and the evaluative structure of school education within which this operates. Previous studies have identified that evaluation can play a key role in school improvement and teacher development (OECD, 2001). Identifying strengths and weaknesses, informing resource allocation decisions, and motivating actors to improve performance are important features that can promote multiple policy objectives such as school improvement, school accountability, and school choice.

Data were collected from both school principals and teachers on these issues. Principals were asked to report on school evaluations, school development and teacher appraisals whilst teachers were asked to report on aspects of teacher appraisal and feedback. Results show that school evaluations can have an impact on the nature and form of teacher appraisal and feedback that, in turn, can influence what teachers do in the classroom.

### 4.4.1 School Evaluations

#### *Frequency of school evaluation*

In Australia, over 90 percent of teachers work in schools where their school principal reported having either an external evaluation or a school self-evaluation over the last five years, which is higher than the reported TALIS average of 78.2 percent (see Figure 4.15). Australia is one of twelve countries in which at least 50 percent of teachers worked in schools where the principal reported having at least one school evaluation (either external or internal) each year.

### *Focus of school evaluations*

School principals were asked to rate the importance of 17 criteria considered potentially important in the school evaluations undertaken by the school in the last five years. Given that the criteria (presented in Table 4.10) would generally be considered important in their influence upon students' education and that the majority are directly relevant to the issue of 'teacher quality', it is not surprising that each of the 17 criteria were considered by school principals to be of moderate or high importance in the school evaluations that had been conducted at their school. While most of the criteria were considered important, relations between teachers and students were considered by the greatest proportion of school principals to be of moderate or high importance, and teaching in a multicultural setting the lowest.

Table 4.10 extracts the Australian data and the TALIS average from the International Report. The table shows relative alignment or higher indicators of the Australian perceptions of the importance of the individual criteria with the exceptions of; "Student feedback on the teaching they receive", "Direct appraisal of classroom teaching" "Teachers' knowledge and understanding of the instructional practices in their main subject field" and "Teaching in a multicultural setting". School principals rated each of the criteria as being of moderate or high importance (criterion rating > 70 percent) except for student feedback on the teaching at the school, teaching in a multi-cultural setting, and inferences drawn from a direct appraisal of classroom teaching.

**Table 4.10:** Percentage of principals who reported that the following criteria were considered with high or moderate importance in school self-evaluations and external evaluations

Evaluation Criteria	Australia		TALIS sample		OECD average	
	%	(SE)	%	(SE)	%	(SE)
Student test scores	86.9	3.1	76.2	0.8	73.8	1.0
Retention and pass rates of students	81.9	3.6	70.8	0.8	68.7	1.0
Other student learning outcomes	94.8	2.1	78.9	0.8	76.9	1.0
Student feedback on the teaching they receive	69.0	4.1	72.7	0.8	70.8	1.0
Feedback from parents	88.3	2.9	77.3	0.8	76.8	1.0
How well teachers work with the principal and their colleagues	79.5	4.0	83.7	0.7	81.7	0.9
Direct appraisal of classroom teaching	58.8	4.5	71.1	0.8	67.2	1.0
Innovative teaching practices	78.6	4.0	76.7	0.8	73.5	1.0
Relations between teachers and students	89.7	2.9	87.1	0.6	85.4	0.8
Professional development undertaken by teachers	87.3	3.2	81.5	0.7	78.3	0.9
Teachers' classroom management	79.6	3.9	80.7	0.7	77.1	0.9
Teachers' knowledge and understanding of their main subject field(s)	76.5	4.2	78.2	0.7	75.0	0.9
Teachers' knowledge and understanding of instructional practices in their main subject field(s)	70.8	4.0	77.5	0.7	73.1	1.0
Teaching of students with special learning needs	79.8	4.0	77.2	0.8	75.7	1.0
Student discipline and behaviour	88.0	3.0	83.6	0.7	82.1	0.8
Teaching in a multicultural setting	41.9	5.1	52.9	0.9	50.2	1.2
Extra-curricular activities with students (e.g. school plays and performances, sporting activities)	77.0	4.0	74.5	0.8	69.5	1.0

Direct appraisal and peer observation have been considered valuable evaluative and developmental tools in a number of schools and education systems (OECD 2009; Malone, L. 2002). They can be viewed as complementary sources of information to student outcome data. In Australia, school principals reported that direct appraisal of classroom teaching was given a relatively low emphasis in school evaluations. This raises the question as to why this criterion is not valued more highly and implemented in the Australian setting. The observation of teachers in their classroom role, where they have a direct impact on students, presents opportunities to identify areas for further professional development.

Teaching in a multicultural setting was given a relatively low emphasis in school evaluations across TALIS countries, particularly in Australia. The International Report authors contend that this may be relevant for those countries with high and growing proportions of students with an immigrant

background (OECD, 2009). School evaluations that appear to adapt to the linguistic diversity of the school are more common in Australia where only 15 percent of schools placed a high importance to teaching in a multicultural setting in their school evaluations.

### *Influence of school evaluations*

Table 4.11 indicates that Australian principals perceive that school evaluations impact on structural and resource aspects of the school quite strongly. Over 85 percent of Australian teachers work in schools where principals report that school evaluations had an effect on feedback to the school (96%), the performance appraisal of management (89%), and helping teachers improve their teaching skills (87%). This demonstrates that principals have a perception that school-level evaluation can be an important driver of school improvement.

**Table 4.11:** Percentage of teachers in schools where principals reported that school evaluations had a high or moderate level of influence on the following aspects of schools

Outcomes	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
Level of school budget or its distribution within schools	76.4	3.9	38.0	0.9	36.3	1.1
Performance feedback to the school	96.2	1.7	81.3	0.7	79.5	0.9
Performance appraisal of the school management	88.5	3.0	78.7	0.7	76.0	0.9
Performance appraisal of teachers	64.9	4.4	71.1	0.8	66.5	1.0
Assistance provided to teachers to improve their teaching	86.8	3.0	70.3	0.8	67.8	1.0
Teachers' remuneration and bonuses	5.1	2.2	26.1	0.7	22.8	0.8

A large impact of school evaluations in TALIS countries is on the performance feedback to the school. Internationally, more than 80 percent of teachers work in schools where their school principal reports that school evaluations had a high or moderate influence on performance feedback to their school. Over three-quarters of teachers work in schools where their school principal also reported a high or moderate influence upon the performance appraisal of school management.

In Australia, 75 percent of teachers work in schools whose principal reported that school evaluations had a high or moderate influence on the school budget, whilst the TALIS average was less than 50 percent. There was also substantially less influence of school evaluations on teachers' remuneration and bonuses in Australia, with less than 10 percent of teachers working in schools whose principals reported a high or moderate influence on this factor.

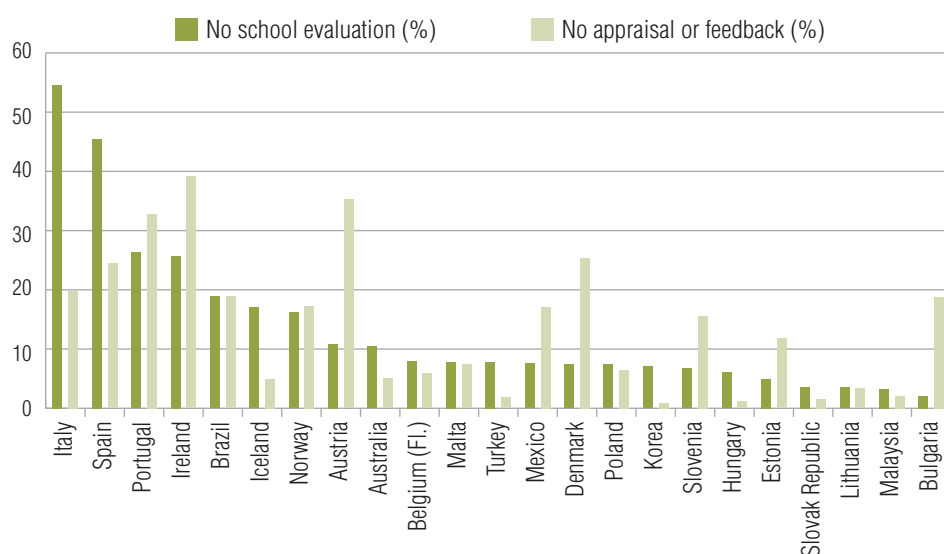


## 4.4.2 Teacher Appraisal and Feedback

### *Frequency of teacher appraisal*

With regard to access to processes of appraisal and evaluation, Figure 4.15 shows that just over ten percent of Australian teachers reported that they did not receive appraisal or feedback in the last five years, with five percent reporting that they did not receive a school evaluation in this time.

**Figure 4.15:** Percentage of teachers who report not having received appraisal or feedback and work in schools that received no school evaluation in the last five years



It is important to note that this figure only includes those school principals who reported having a school evaluation at some time in the previous five years. It does not include the 14 percent of principals that reported not having conducted a school evaluation over the last five years. This is particularly important in countries such as Austria, Ireland, Italy and Portugal where a large proportion of schools did not conduct or participate in such evaluations.

### *Focus of teacher appraisal*

Teachers were asked to rate the importance of the same 17 items that were discussed for school evaluations in the principal survey. In Australia, as in all TALIS countries, the quality of teachers' relations with students was rated as the most important element considered in teacher appraisals, as measured by the percentage of teachers who considered it to have moderate or high importance (OECD 2009). Knowledge and understanding of a teacher's own subject field was also rated as one of the most important aspects considered in appraisals as reported by Australian teachers, with similar levels of importance placed on this by teachers from Brazil, Bulgaria, Lithuania, Malaysia and Mexico. Fifty percent of Australian teachers also reported that a range of criteria relating to student learning and progress, classroom management and other aspects of teaching practice were

also important. On the other end of the spectrum, however, Australian teachers felt that participation in professional development was one of the least important elements considered in processes of appraisal at their school, along with Austria, Hungary, Ireland, Malta, the Slovak Republic and Spain.

### *Outcomes of teacher appraisal*

Table 4.12 shows the percentage of teachers who believe that the formal appraisals and work reviews they receive impact on selected major aspects of their working environment. It is notable that in all of these areas Australian teachers report that the potential impact of the appraisal is less than the international TALIS mean but close to the OECD mean. Public recognition from the principal and/or colleagues was ranked as the most likely outcome of appraisal for Australian teachers which although beneficial, is not as concrete as a change in salary, a financial bonus or career advancement. A role in school development initiatives was seen to be equally likely a result as public recognition, but may also be perceived as bringing about an increased workload for some recipients.

**Table 4.12:** Percentage of teachers who report that the appraisal and/or feedback they received led to a moderate or large change in the following aspects of their work and careers

Outcomes	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
A change in salary	5.6	0.5	9.1	0.2	5.9	0.2
A financial bonus or another kind of monetary reward	1.6	0.3	11.1	0.2	8.4	0.2
A change in the likelihood of career advancement	16.9	0.8	16.2	0.2	12.7	0.2
Public recognition from the principal and/or their colleagues	24.1	1.0	36.4	0.3	31.7	0.3
Opportunities for professional development activities	16.7	1.0	23.7	0.3	18.9	0.3
Changes in work responsibilities that make the job more attractive	17.4	1.0	26.7	0.2	22.6	0.3
A role in school development initiatives (e.g. curriculum development group)	24.1	1.0	29.6	0.3	25.5	0.3

### *Actions following identification of weaknesses in teacher appraisal*

As noted in the International Report, an essential aspect of any form of appraisal or feedback process is the ‘identification of strengths and weaknesses, and taking steps to build on the former and correct the latter’ (OECD 2009, 156). In Australia, 75 percent of teachers work in schools whose school principal asserted that they always report the outcome of an appraisal that identifies weaknesses to the teacher concerned, which is one of the highest proportions across all TALIS countries. It is also the case that 58 percent of Australian teachers work in schools whose principal reported that they always establish a development or training plan to address the weaknesses in the teacher concerned, which is again the highest proportion reported across all TALIS countries.

### *Teacher recognition and reward*

Results from this study show that teachers, both in Australia and abroad, feel that systems of appraisal and feedback in schools do not lead to formal recognition or reward. Teachers in TALIS countries generally do not receive recognition for their work and report that if they increase their effort levels and effectiveness this lack of recognition would not change. Most teachers work in schools where they report that successful and effective teaching is not rewarded and that the recognition that does exist is not given to those teachers most deserving of such recognition (OECD 2009).

### *Perceptions of appraisal and feedback*

More than three quarters of Australian teachers reported that the information they receive through processes of appraisal and feedback is beneficial, fair and helpful in their development as teachers. Two thirds reported that it included judgements about the quality of their work and half reported that it included suggestions for improvement. Yet as we have seen, teachers feel that there are few rewards linked to the improvements or innovations they make, and that the most effective teachers do not receive the greatest rewards within their school.

These observations from the TALIS sample countries are equally reflected in the Australian data as shown in the tables below. Table 4.13 shows that nearly half (48 percent) of the participating teachers perceive that appraisal and feedback have no impact on job satisfaction and three quarters (76.3 percent) of teachers believe that they have no impact on job security.

**Table 4.13:** Percentage of teachers who report the following impact from the appraisal and/or feedback they had received in their current school

Evaluation Criteria	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
<b>Change in job satisfaction</b>						
A large decrease	3.3	0.4	2.5	0.1	2.6	0.1
A small decrease	6.3	0.6	4.8	0.1	5.0	0.1
No change	48.1	1.3	41.2	0.3	44.5	0.4
A small increase	34.2	1.1	37.3	0.3	35.1	0.3
A large increase	8.3	0.7	14.2	0.2	12.9	0.2
<b>Change in job security</b>						
A large decrease	1.4	0.3	1.5	0.1	1.5	0.1
A small decrease	2.3	0.4	3.0	0.1	2.7	0.1
No change	76.3	1.0	61.9	0.3	67.2	0.3
A small increase	12.7	0.8	21.8	0.2	17.9	0.3
A large increase	7.4	0.7	11.8	0.2	10.7	0.2

### *Impact of teacher appraisal and feedback*

The changes appraisal and feedback processes make to general classroom practices are also variable as shown in Table 4.14 although it is of note that in all criteria the perceived changes in work practices of Australian teachers is systematically less than the average of TALIS countries and that appraisal/feedback impacts on less than 25 percent of teachers in every category.

**Table 4.14:** Percentage of teachers who report that the appraisal/feedback they received directly led to or involved moderate or large changes in the following

Change	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
The teacher's management practices	24.1	1.1	37.6	0.3	31.7	0.3
The teacher's knowledge or understanding of the teacher's main subject field(s)	19.4	1.0	33.9	0.3	27.2	0.3
The teacher's knowledge or understanding of instructional practices	22.1	1.2	37.5	0.3	31.0	0.3
The teacher's development or training plan to improve their teaching	18.4	1.1	37.4	0.3	32.6	0.3
The teacher's teaching of students with special learning needs	14.2	1.1	27.2	0.3	25.3	0.3
The teacher's handling of student discipline and behaviour problems	21.0	1.1	37.2	0.3	32.1	0.3
The teacher's teaching of students in a multicultural setting	8.1	0.9	21.5	0.2	17.2	0.3
The emphasis placed by the teacher upon improving student test scores in their teaching	24.7	1.2	41.2	0.3	34.7	0.3

In the international study, three quarters of teachers report that they work in schools that do not reward (in either monetary or non-monetary terms) the most effective teachers. A similar percentage of teachers re-affirmed this finding by reporting that they would receive no increase in monetary or non-monetary rewards if they improved the quality of their teaching or were more innovative in their teaching at their school. This illustrates the lack of incentives – monetary and otherwise – for teachers which may, in turn, impact on culture and work practices in schools. The data in Table 4.14 would indicate that this is even more pronounced in Australia than for the other participating countries.

### *Teacher views on appraisal and feedback and school development*

Table 4.15 is an extract from the International Report that compares the Australian data to the TALIS average. It shows teacher beliefs about the interaction of appraisal and feedback processes with various forms of school development, incentive and career structures within schools, and the recognition provided to teachers for their work. It provides a worrying picture of the careers and working lives of teachers for those who believe in providing incentives

and recognising achievement, for those wishing to promote effective learning networks within schools, and for the broad objectives of schools that pursue continual increases in school effectiveness.

In essence, the table shows that less than ten percent of teachers believe that their conditions will be improved by demonstrating the types of attributes and traits that are suggested as the qualities of best practice in a constructivist learning environment. Of equal concern, the table shows that in Australia almost half of teachers perceive that their colleagues' under-performance is tolerated, and is not systematically addressed. It is clear therefore that the perception of a lack of recognition for effectiveness is commensurate in many schools with an inability or unwillingness to take actions with under-performing teachers.

**Table 4.15:** Percentage of teachers who agree or strongly agree with the following statements about more general appraisal and/or feedback in their school

Statement	Australia		TALIS average		OECD average	
	%	(SE)	%	(SE)	%	(SE)
In this school, the school principal takes steps to alter the monetary rewards of a persistently underperforming teacher	7.1	0.7	23.1	0.3	19.9	0.3
In this school, the sustained poor performance of a teacher would be tolerated by the rest of the staff	42.8	1.5	33.8	0.3	35.5	0.3
In this school, teachers will be dismissed because of sustained poor performance	29.2	1.6	27.9	0.3	25.4	0.3
In this school, the principal uses effective methods to determine whether teachers are performing well or badly	48.7	1.5	55.4	0.3	51.0	0.4
In this school, a development or training plan is established for teachers to improve their work as a teacher	54.5	1.7	59.7	0.3	53.3	0.4
In this school, the most effective teachers receive the greatest monetary or non-monetary rewards	9.2	0.6	26.2	0.3	22.4	0.3
In this school, if I improve the quality of my teaching I will receive increased monetary or non-monetary rewards	8.2	0.7	25.8	0.2	23.1	0.3
In this school, if I am more innovative in my teaching I will receive increased monetary or non-monetary rewards	9.0	0.7	26.0	0.3	23.2	0.3
In this school, the review of teacher's work is largely done to fulfil administrative requirements	63.4	1.5	44.3	0.3	45.1	0.4
In this school, the review of teacher's work has little impact upon the way teachers teach in the classroom	61.4	1.4	49.8	0.3	52.3	0.3

### 4.4.3 International Summary

#### Highlights from the International Report

- Teacher appraisal and feedback has a strong positive influence upon teachers and their work. Teachers report that it increases their job satisfaction and job security. In addition, it significantly increases their development as teachers.
- The greater the emphasis placed upon specific aspects of teacher appraisal and feedback the greater the change in teachers' practices to improve their teaching in these aspects. In some instances, the greater the emphasis in school evaluations on aspects of teaching is also found in the emphasis placed upon them in teacher appraisal and feedback that, in turn, leads to greater changes in teachers' reported teaching practices. In these instances, the evaluative structures within schools are operating effectively.
- In a number of countries the evaluative structure of school education is relatively weak. Benefits of school evaluations and teacher appraisal and feedback are not obtained in schools in these systems. For example, one third or more of schools in Portugal (33%), Austria (35%), and Ireland (39%) had not had any form of school evaluation in the last 5 years. In addition, just under one fifth of teachers in TALIS countries on average have not received any feedback or appraisal of their work in their school in the last five years. Large proportions of teachers are missing out on the benefits of appraisal and feedback in Italy (55%), Spain (46%), and Portugal (26%).
- Most teachers work in schools that offer no rewards or recognition for their efforts. Three quarters of teachers reported they would receive no rewards or recognition for increasing the quality of their work. A similar proportion also reported they would receive no rewards or recognition for being more innovative in their teaching. This says little for efforts in a number of countries to promote schools as centres of learning that foster improvements at the school-level.
- Most teachers work in schools that do not reward effective teachers and do not dismiss poor performing teachers. Three quarters of teachers reported that, in their schools, the most effective teachers do not receive the most recognition or rewards. A similar proportion reported that, in their school, teachers would not be dismissed because of sustained poor performance.

Source: TALIS International Report (2009), Chapter 5

## 4.5 SCHOOL LEADERSHIP

It is generally understood that the environment in which teachers work is affected by the type of leadership and style of management that is provided by school principals. It is also widely asserted that such factors can directly influence the effectiveness of teachers, which in turn impacts upon the achievement outcomes

of the students (e.g. Hallinger & Murphy, 1986, OECD 2001, 2009). Just like their international counterparts, principals of Australian schools are no longer expected merely to be good ‘rule makers’ and efficient managers, but they are also faced with the need to ‘keep up’ with the schooling expectations in an age of technological innovation and globalisation. Australian schools, just as they are around the world, are required to adapt to these rising expectations by imbuing their students with the skills and knowledge needed in such an age.

The TALIS study therefore sought to provide information on the management styles of principals, as well as the sets of behaviours which underpin them. In total, 4,665 secondary school principals from 23 countries were surveyed for this project, of which 150 were Australian. An analysis of the results is presented below.

#### **4.5.1 Instructional versus administrative management styles**

School leadership educational theory has experienced something of a paradigm shift in recent years, away from the largely bureaucratic public administration model and towards a model of ‘leadership for learning’, where the school principal acts as an ‘instructional leader’, ready to meet the educational challenges of this modern age. (e.g. Barzelay, 2001; Jones, Schedler, and Wade 1997; Sahlin-Andersson, 2000; Schedler and Proeller, 2000). This paradigm shift in the literature has effected a real change in how a principal’s role is defined. Where once a principal’s role focused predominantly on administrative tasks, and on enforcing rules and procedures, it is increasingly being expected that principals should combine their former administrative duties with leadership of instruction. It is for this reason that a significant portion of the TALIS school principal survey instrument was dedicated to the issue of school leader management style.

Factor analysis of TALIS school leader data found that two broad management styles emerged from principal responses. This dichotomy mirrored that of the instructional versus administrative divide, with items grouped under either an ‘instructional’ management style, or an ‘administrative’ management style. It is important to make clear at this stage, however, that the two styles are not necessarily meant to be mutually exclusive, that principals can and do exhibit behaviours from both styles, and that elements of both styles are needed for effective school leadership.

Further categorical divisions with respect to five specific management behaviours are also outlined below.

#### **4.5.2 Instructional management behaviours**

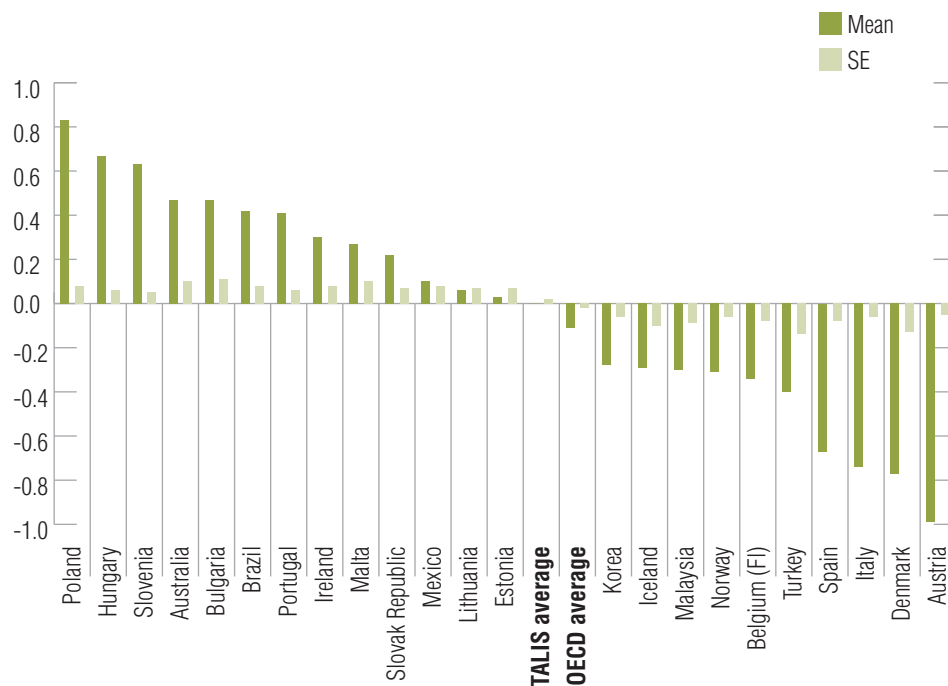
For the purposes of TALIS, instructional management styles were characterised by three sets of behaviours. The first of these, ‘management-school goal’ behaviours, involve explicit principal management emphasising a focus on school goals and curriculum development. The second of these, ‘improvement of teachers’ instruction’ behaviours, pertain to actions performed by school principals which aim to improve their teachers’ knowledge, teaching skills, and

problem solving abilities. Finally, ‘direct supervision of instruction’ behaviours involve principal actions which directly supervise teachers’ instructions and general learning development in the classroom. In the TALIS survey instrument, all three instructional management behaviours were measured on a 4-point frequency scale which ranged from 1 = ‘never’ to 4 = ‘very often’.

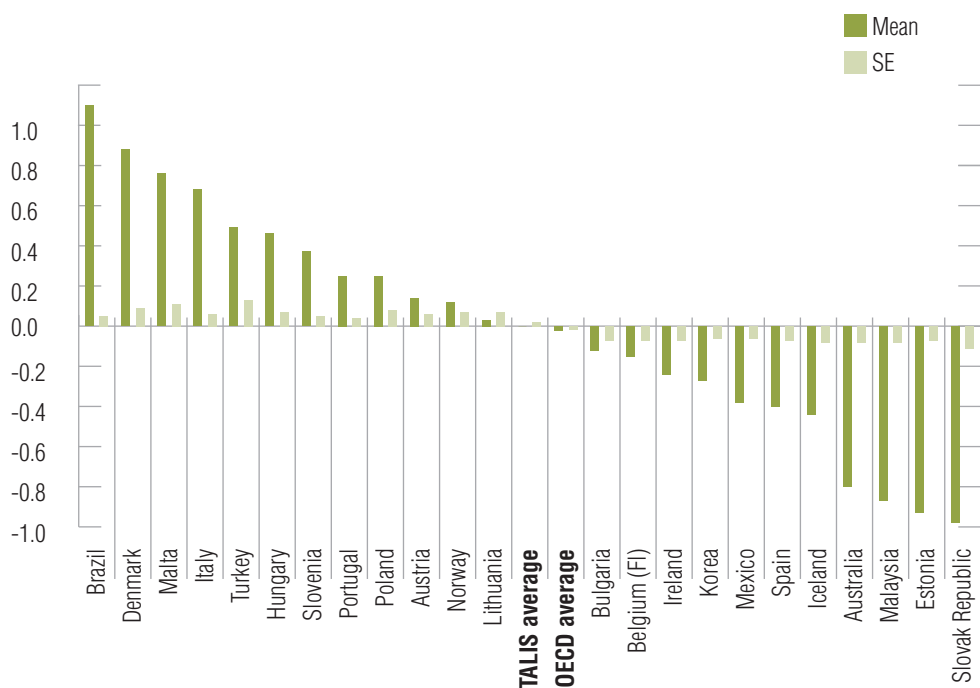
1. ‘Management-School Goals’ behaviours comprised six items, namely:
  - ‘I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school’;
  - ‘I ensure that teachers work according to the school’s educational goals’;
  - ‘I use school performance results to develop the school’s educational goals’;
  - ‘I take exam results into account in decisions regarding curriculum development’;
  - ‘I ensure that there is clarity concerning the responsibility for coordinating the curriculum’; and,
  - ‘In this school, we work on goals and/or a school development plan’.
2. ‘Improvement of teachers’ instruction’ behaviours comprised four items, namely:
  - ‘When a teacher has problems in his/her classroom, I take the initiative to discuss matters’;
  - ‘I inform teachers about possibilities for updating their knowledge and skills’;
  - ‘When a teacher brings up a classroom problem, we solve the problems together’; and,
  - ‘I pay attention to disruptive behaviour in classrooms’.
3. ‘Direct Supervision of Instruction in the School’ behaviours comprised four items, namely:
  - ‘I observe instruction in classrooms’;
  - ‘I give teachers suggestions as to how they can improve their teaching’;
  - ‘I monitor students’ work’; and,
  - ‘I check to see whether classroom activities are in keeping with our educational goals’.

An analysis of the results of the management-school goals items shows that the average Australian principal response (0.47) was above the TALIS average, demonstrating a more frequent than average use of the behaviours listed in category one above. Comparative means and standard errors for this behaviour set are presented in Figure 4.16.

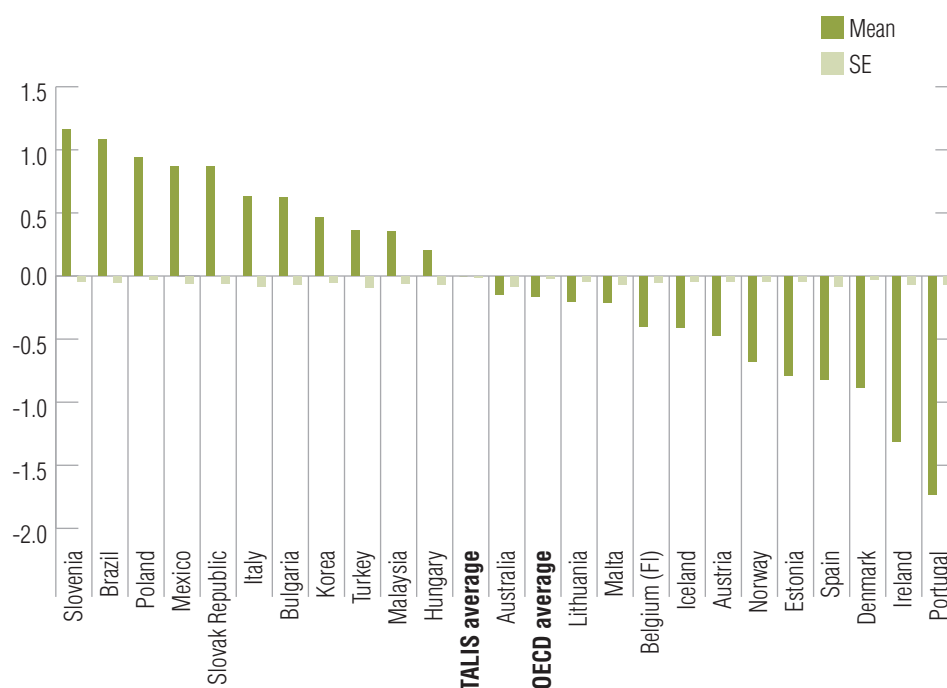


**Figure 4.16:** Management-School Goals scale (means and standard errors)

With regard to improvement of teachers' instruction behaviours (category two behaviours outlined previously), Australian principals on average demonstrate them less frequently than most of the other TALIS countries, as shown by the mean score of -.80 in Figure 4.17.

**Figure 4.17:** Improvement of teachers' instruction scale (means and standard errors)

As shown in Figure 4.18, Australian principals' use of direct supervision behaviours (as listed in category three previously) is on par with the TALIS average.

**Figure 4.18:** Direct supervision of instruction in the school scale

### 4.5.3 Administrative management behaviours

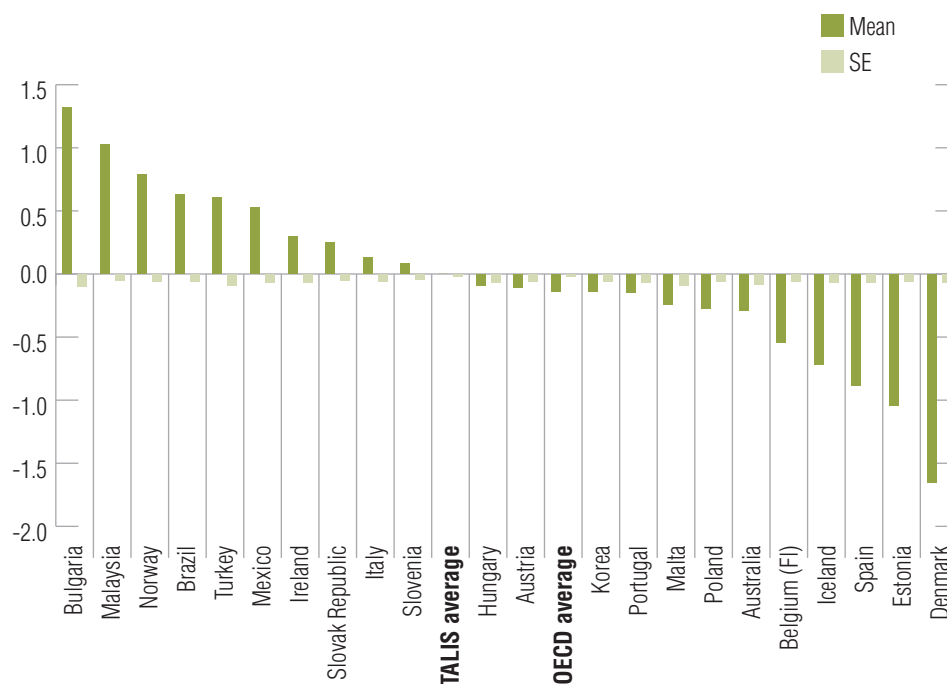
The second group of management behaviours pertain to the administrative management style utilised by school principals, and can be further categorised into two sets of principal behaviours. The first of these, ‘accountable management’ behaviours, involve managing accountability to shareholders and others. The second, ‘bureaucratic management’ behaviours, pertain to principal management actions which are predominantly aimed at bureaucratic procedures. In the survey instrument, administrative management behaviours were measured on a 4-point Likert scale which ranged from 1 = ‘Strongly Disagree’ to 4 = ‘Strongly Agree’.

- i. The ‘Accountable Management’ behaviour category comprised four items, namely:
  - ‘An important part of my job is to ensure ministry-approved instructional approaches are explained to new teachers, and that more experienced teachers are using these approaches’;
  - ‘A main part of my job is to ensure that the teaching skills of the staff are always improving’;
  - ‘An important part of my job is to ensure that teachers are held accountable for the attainment of the school’s goals’; and,
  - ‘An important part of my job is to present new ideas to the parents in a convincing way’.
- ii. The ‘Bureaucratic Management’ behaviour category comprised five items, namely:

- ‘It is important for the school that I see to it that everyone sticks to the rules’;
- ‘It is important for the school that I check for mistakes and errors in administrative procedures and reports’;
- ‘An important part of my job is to resolve problems with the timetable and/or lesson plan’;
- ‘An important part of my job is to create an orderly atmosphere in the school’; and,
- ‘I stimulate a task-oriented atmosphere in this school’.

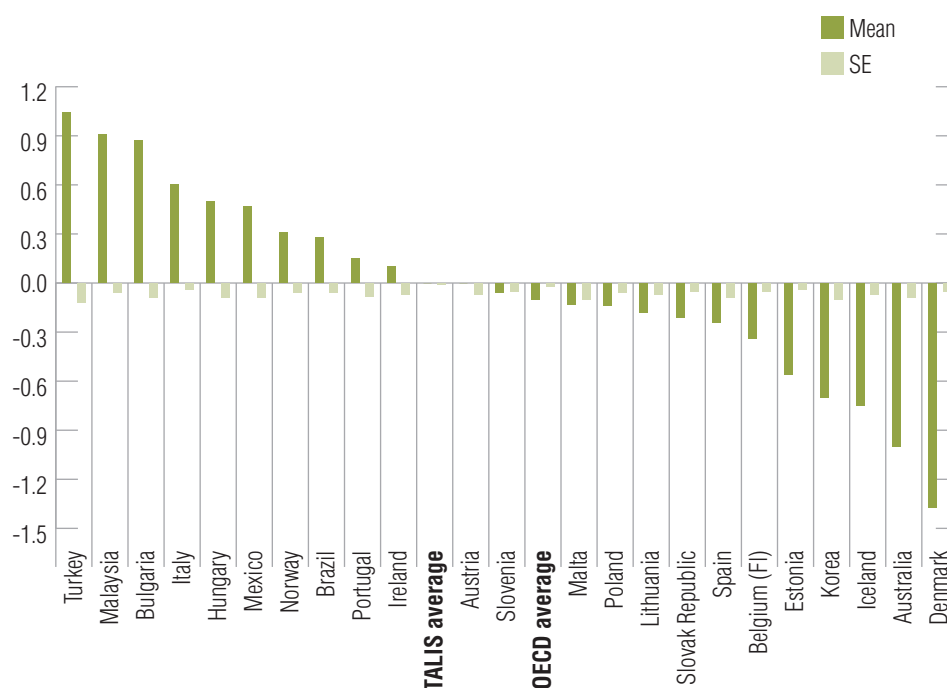
Results from the survey responses show that Australian principals, on average, see accountability management behaviours as less important than the majority of TALIS countries. This is evident from Figure 4.19, below, which indicates that the Australian mean is equal to -0.29.

**Figure 4.19:** Accountability management scale (means and standard errors)

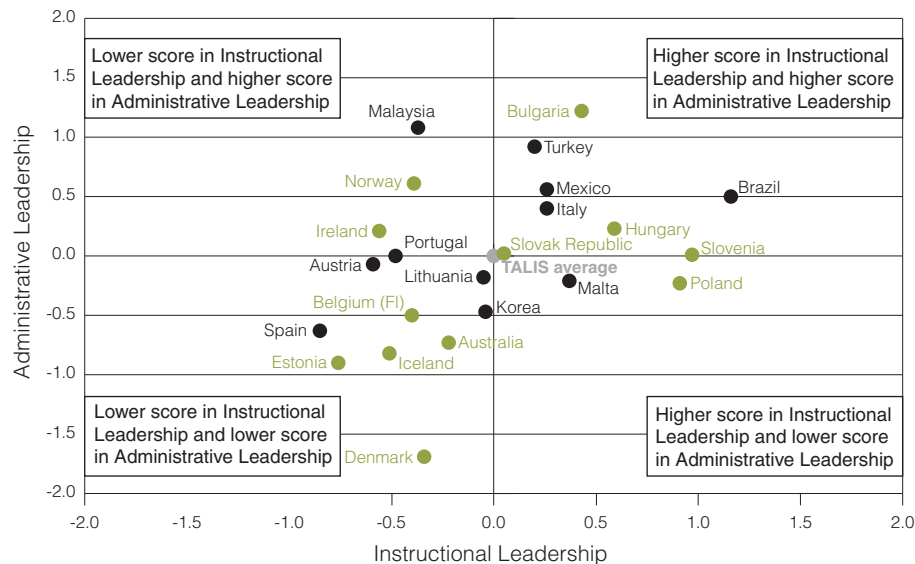


\*Lithuania not reported due to missing data.

As shown in Figure 4.20 below, Australian principals, on average, are among the least involved with bureaucratic management behaviours, with a mean of -1.00.

**Figure 4.20:** Bureaucratic Management scale (means and standard errors)

As the results indicate, Australian principals are, on average, most aligned with management-school goal behaviours, and least involved with instructional and bureaucratic management behaviours. This shows a mixed use of behaviours from both instructional and administrative management styles, with an overall alignment with neither style. This is true on an international scale evidenced from a number of principals using both instructional and administrative management styles to a considerable or lesser degree. So whilst it is helpful to conceptualise these styles as involving their own specific sets of behaviours, it is often the case that principals use elements of both in their duties as school leaders. Figure 4.20 shows the spread of national averages with respect to school principal management style. Australia, like Denmark, Estonia, Iceland and Belgium, exhibits an overall low mean score for both instructional and administrative management styles, whilst also demonstrating a high average principal involvement in decision making.

**Figure 4.21:** School principals according to their level of management styles by country

Note: Green dots signify countries in which principal involvement in decision making is higher than average. Black dots signify countries in which principal involvement in decision making is lower than average.

#### 4.5.4 International summary

##### Highlights from the International Report

- To varying degrees, the ideas and behaviours of principals related to instructional management are evident in secondary schools in all of the TALIS countries.
- The TALIS countries tend to fall into one of two groups, one where on average principals use more of an instructional leadership style, and one where on average principals use more of an administrative style.
- Across the TALIS countries there is a significant group of principals who employ both instructional and administrative leadership styles.
- More local autonomy in decision-making about schools is unrelated to either management style.
- In many TALIS countries, principals undertaking instructional leadership manage schools where the objective of appraisals is improving teacher practices.
- In the majority of TALIS countries, principals managing through an instructional leadership style tend to develop professional development programs for instructionally weak teachers.
- Varying use of the administrative leadership style by principals is unrelated to classroom practices, pedagogical beliefs and attitudes, and to the amount of professional development teachers receive.

Source: TALIS International Report (2009), Chapter 6

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## APPENDIX A: PRINCIPAL PERMISSION LETTER

t (02) 8338 6807  
e eveleigh@acer.edu.au

Principal

12 September 2007

Sample School  
Sample Address 1  
Sample Address 2

### Re: OECD Teaching and Learning International Survey (TALIS)

Dear Principal,

This letter is to seek permission to conduct a survey in your school. The Department of Education, Science and Training has commissioned the Australian Council for Educational Research to undertake the Australian component of the *OECD Teaching and Learning International Survey*. At least 200 schools across Australia will be asked to take part in this large international study.

Your school is invited to participate in this important study which will be undertaken in October and November 2007. ACER seeks to survey yourself and a sample of 20 teachers from your school. The surveys take about 35 minutes and can be completed online or on paper. Your school's participation in this survey will provide important data that will assist countries in the development of their policies and practices for:

1. recognising, rewarding and evaluating teachers and their professional development so that schools can successfully develop and retain effective teachers.
2. developing effective teaching practices and professional development programs
3. developing school leadership models that help to create effective schools.

No individual teacher or school will be identified in any data set or report from the survey.

I enclose a brochure providing further information about the survey, and a copy of the permission letter from the relevant authority in your jurisdiction.

If your school is willing to be involved in the survey please complete the accompanying form and fax it to the ACER office at (02) 9693 5844. Please nominate a school coordinator who will be the TALIS contact person and provide their details.

If you would like any further information regarding the survey please contact us on 1800 790 966 or call Frances Eveleigh on (02) 8338 6807 or email [talis@acer.edu.au](mailto:talis@acer.edu.au).

We rely on your response for the effectiveness of this important project.

Thank you, in anticipation, for your assistance.

Yours sincerely  
Chris Freeman



Research Director  
ACER Sydney



TALIS (MS) – Teacher Listing Form		
	School Name:	Please insert school name here:

## APPENDIX C: PRINCIPAL SURVEY INSTRUMENT

Placeholder for identification label

### OECD Teaching and Learning International Survey (TALIS)

#### Principal Questionnaire

Main Study Version (MS-11-01)

International English, Australian Spelling

#### **National Project Coordination:**

Australian Council *for* Educational Research  
1/140 Bourke Road Alexandria NSW 2015

#### **International Project Consortium:**

International Association for the Evaluation of Educational Achievement  
(IEA), The Netherlands

IEA Data Processing and Research Center (IEA DPC), Germany  
Statistics Canada, Canada

## About TALIS

The first Teaching and Learning International Survey (TALIS) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Cooperation and Development (OECD) and Australia, along with some 23 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

## Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school nor any of its personnel will be identified in any report of the results of the study. Participation in this survey is voluntary and any individual may withdraw at any time.

## About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- The person who completes this questionnaire should be the principal of this school. If you do not have the information to answer particular questions, please consult other persons in this school.
- This questionnaire should take approximately 45 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please mail it to ACER using the enclosed prepaid envelope by 16 November, 2007.
- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following number: 1800 790 966.

**Thank you very much for your cooperation!**

## Background Information

These questions are about you, your education and your position as school principal. In responding to the questions, please mark the appropriate box.

### 1. What is your gender?

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| Female                               | Male                                 |
| <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> |

### 2. How old are you?

- |                                      |                                      |                                      |                                      |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Under 40                             | 40-49                                | 50-59                                | 60+                                  |
| <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> |

### 3. Do you have principal responsibilities for more than one school?

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| Yes                                  | No                                   |
| <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> |

### 4. What is the highest level of formal education you have completed?

Please mark one choice.

- |                                      |  |
|--------------------------------------|--|
| <input type="radio"/> O <sub>1</sub> | Post secondary, non-tertiary education or less<br>(e.g. Year 10 exit qualification, Year 12 exit qualification)  |
| <input type="radio"/> O <sub>2</sub> | First stage of tertiary education not leading to an advanced research qualification including programmes that are generally more practical/technical/occupation specific (e.g. Vocational Training Certificate, TAFE, Trade Certificate) |
| <input type="radio"/> O <sub>3</sub> | Dip.Ed or Bachelor Degree  |
| <input type="radio"/> O <sub>4</sub> | Masters Degree   |
| <input type="radio"/> O <sub>5</sub> | Second stage of tertiary education leading to an advanced research qualification (e.g. PhD)  |

### 5. How many years experience do you have working as a principal?

- |                                      |                                      |                                      |                                      |                                      |                                      |                                      |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| This is my first year                | 1-2 years                            | 3-5 years                            | 6-10 years                           | 11-15 years                          | 16-20 years                          | More than 20 years                   |
| <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> | <input type="radio"/> O <sub>7</sub> |

### 6. How many years experience do you have working as a principal at this school?

- |                                      |                                      |                                      |                                      |                                      |                                      |                                      |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| This is my first year                | 1-2 years                            | 3-5 years                            | 6-10 years                           | 11-15 years                          | 16-20 years                          | More than 20 years                   |
| <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> | <input type="radio"/> O <sub>7</sub> |

### 7. How many years did you spend as a subject/class teacher before you became a principal?

- |                                      |                                      |                                      |                                      |                                      |                                      |                                      |
|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| None                                 | Less than 3 years                    | 3-5 years                            | 6-10 years                           | 11-15 years                          | 16-20 years                          | More than 20 years                   |
| <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> | <input type="radio"/> O <sub>5</sub> | <input type="radio"/> O <sub>6</sub> | <input type="radio"/> O <sub>7</sub> |

## School Background Information

### 8. Is this school a public or private school?

Please mark one choice.

- ☐ <sub>1</sub> A public school à Please go to question 10.  
(This is a school managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.)
- ☐ <sub>2</sub> A private school à Please go to question 9.  
(This is a school managed directly or indirectly by a non-government organisation; e.g. a church, trade union, business or other private institution.)

### 9. Thinking about the funding of this school in a typical year, which of the following applies?

Please only answer this question if you marked “private school” in question 8 before.  
Please mark one choice in each row.

- |    |   | Yes                                | No                                 |
|----|---|------------------------------------|------------------------------------|
| a) | 50% or more of the school's funding comes from the government (Includes departments, local, regional, state and national) | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>1</sub> |
| b) | Teaching personnel are funded by the government (Includes departments, local, regional, state and national)               | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>2</sub> |

### 10. Which of the following best describes the community in which this school is located?

Please mark one choice.

- ☐ <sub>1</sub> A very small town or rural area (fewer than 3 000 people)
- ☐ <sub>2</sub> A small town (3 000 to about 15 000 people)
- ☐ <sub>3</sub> A town (15 000 to about 100 000 people)
- ☐ <sub>4</sub> A city (100 000 to about 1 000 000 people)
- ☐ <sub>5</sub> A large city with over 1 000 000 people

**11. For each type of position listed below, indicate the number of staff currently working in this school.**

*Please indicate the number of persons (in head counts) who work at this school. Please write a number in each row. Write 0 (zero) if there are none.*

- a) 

--	--	--	--

 Teachers, irrespective of the grades/ages they teach (*Those whose main activity at this school is the provision of instruction to students*)
- b) 

--	--	--	--

 Personnel for pedagogical support, irrespective of the grades/ages they support (*Including all teacher aides or other non-professional personnel who provide instruction or support teachers in providing instruction, professional curricular/instructional specialists and educational media specialists*)
- c) 

--	--	--	--

 School administrative or management personnel (*Including principals, assistant principals, other management staff, receptionists, secretaries, administration assistants whose main activity is administration or management*)

**12. What is the current school enrolment(number of students of all grades in this school)?**

*Please write a number.*

--	--	--	--

 Number of students

**13. Please estimate the broad percentage of students at Year 7 - 10 level in this school who have the following characteristics.**

*It is acceptable to base your replies on rough estimates.*

*Please mark one choice in each row.*

- |  | Less than<br>10%                   | 10% or<br>more but<br>less than<br>20% | 20% or<br>more but<br>less than<br>40% | 40% or<br>more but<br>less than<br>60% | 60% or<br>more                     |
|--|------------------------------------|--|--|--|------------------------------------|
| a) Students whose first language is different from the language(s) of instruction or a dialect of this/these                                   | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub>     | <input type="radio"/> <sub>3</sub>     | <input type="radio"/> <sub>4</sub>     | <input type="radio"/> <sub>5</sub> |
| b) Students who have at least one parent/guardian who has completed high school or higher  | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub>     | <input type="radio"/> <sub>3</sub>     | <input type="radio"/> <sub>4</sub>     | <input type="radio"/> <sub>5</sub> |
| c) Students who have at least one parent/guardian who has completed some form of tertiary education ( <i>e.g. TAFE, Bachelor Degree, PhD</i> ) | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub>     | <input type="radio"/> <sub>3</sub>     | <input type="radio"/> <sub>4</sub>     | <input type="radio"/> <sub>5</sub> |

**14. How much consideration is given to the following factors when students are considered for admission to this school?**

*Please mark one choice in each row.*

	Not considered	Considered	High priority	Prerequisite
a) Residence in a particular area	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) Students' academic record ( <i>including placement tests</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) Recommendation of feeder schools	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) Parents' endorsement of the instructional or religious philosophy of the school	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) Students' need or desire for a special programme	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) Attendance of other family members at the school ( <i>past or present</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

## School Management

- Below you can find statements about your management of this school.**
- 15. Please indicate the frequency of these activities and behaviours in this school during the current school year.**

*Please mark one choice in each row.*

	Never	Seldom	Quite often	Very often
a) I make sure that the professional development activities of teachers are in accordance with the teaching goals of the school.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
b) I ensure that teachers work according to the school's educational goals.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
c) I observe instruction in classrooms.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
d) I use student performance results to develop the school's educational goals.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
e) I give teachers suggestions as to how they can improve their teaching.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
f) I monitor students' work.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
g) When a teacher has problems in his/her classroom, I take the initiative to discuss matters.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
h) I inform teachers about possibilities for updating their knowledge and skills.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
i) I check to see whether classroom activities are in keeping with our educational goals.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
j) I take exam results into account in decisions regarding curriculum development.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
k) I ensure that there is clarity concerning the responsibility for coordinating the curriculum.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
l) When a teacher brings up a classroom problem, we solve the problem together.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
m) I pay attention to disruptive behaviour in classrooms.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
n) I take over lessons from teachers who are unexpectedly absent.	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>



**16. How strongly do you agree or disagree with these statements as applied to this school, your job, and the teachers at this school?**

*Please mark one choice in each row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) An important part of my job is to ensure ministry-approved instructional approaches are explained to new teachers, and that more experienced teachers are using these approaches.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) Using test scores of students to evaluate a teacher's performance devalues the teacher's professional judgment.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) Giving teachers too much freedom to choose their own instructional techniques can lead to poor teaching.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) A main part of my job is to ensure that the teaching skills of the staff are always improving.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) An important part of my job is to ensure that teachers are held accountable for the attainment of the school's goals.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) An important part of my job is to present new ideas to the parents in a convincing way.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g) I influence decisions about this school taken at a higher administrative level.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h) It is important for the school that I see to it that everyone sticks to the rules.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
i) It is important for the school that I check for mistakes and errors in administrative procedures and reports.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
j) An important part of my job is to resolve problems with the timetable and/or lesson planning.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
k) An important part of my job is to create an orderly atmosphere in the school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
l) I have no way of knowing whether teachers are performing well or badly in their teaching duties.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
m) In this school, we work on goals and/or a school development plan.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
n) I define goals to be accomplished by the staff of this school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
o) I stimulate a task-oriented atmosphere in this school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

- 17. As principal of this school, on average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?**

*Rough estimates are sufficient.*

*Please write a number in each row. Write 0 (zero) if none.*

*Please ensure that responses add up to 100%.*

- |    |  |          |  |
|----|--|----------|--|
| a) | <input type="text"/> <input type="text"/> <input type="text"/> | %        | Internal administrative tasks (including human resource/personnel issues, regulations, reports, school budget, timetable)  |
| b) | <input type="text"/> <input type="text"/> <input type="text"/> | %        | Curriculum and teaching-related tasks (including teaching, lesson preparation, classroom observations, mentoring teachers) |
| c) | <input type="text"/> <input type="text"/> <input type="text"/> | %        | Responding to requests from district, state, or national education officials   |
| d) | <input type="text"/> <input type="text"/> <input type="text"/> | %        | Representing the school at meetings or in the community and networking   |
| e) | <input type="text"/> <input type="text"/> <input type="text"/> | %        | Other  |
|    | <b>100</b>   | <b>%</b> | <b>Total</b>   |

- 18. How often during the last 5 years did this school produce a school self-evaluation document and/or was the school evaluated by an external agency or body (e.g. external inspector)?**

*This refers to an evaluation of the whole school rather than of individual subjects or departments.*

*Please mark one choice in each row.*

- |  | Never                              | Once                               | 2-4 times                          | Once per year                      | More than once per year            |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| a) A school self-evaluation report was produced. | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> | <input type="radio"/> <sub>4</sub> | <input type="radio"/> <sub>5</sub> |
| b) An external evaluation was conducted.         | <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> | <input type="radio"/> <sub>4</sub> | <input type="radio"/> <sub>5</sub> |

**If you replied 'Never' to both parts a) and b) above à Please go to question 23.**

## 19 In your opinion, how important were the following aspects considered to be in these school evaluations?

*Please consider both school self-evaluation and external evaluation. We realise these evaluations may have attached different importance to various aspects, but please consider both types of evaluations in your response to each row.*

*Please mark one choice in each row.*

	Never	Once	2-4 times	Once per year	More than once per year
a) Student test scores	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) Retention and pass rates of students	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
c) Other student learning outcomes	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
d) Student feedback on the teaching they receive	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
e) Feedback from parents	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
f) How well teachers work with you, the principal, and their colleagues	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
g) Direct appraisal of classroom teaching	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
h) Innovative teaching practices	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
i) Relations between teachers and students	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
j) Professional development undertaken by teachers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
k) Teachers' classroom management	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
l) Teachers' knowledge and understanding of their main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
m) Teachers' knowledge and understanding of instructional practices ( <i>knowledge mediation</i> ) in their main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
n) Teaching of students with special learning needs	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
o) Student discipline and behaviour	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
p) Teaching in a multicultural setting	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
q) Extra-curricular activities with students ( <i>e.g. school plays and performances, sporting activities</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
r) Teaching students from an Aboriginal or Torres Strait Islander background	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

**20 To what extent did these school evaluations have an influence upon the following?**

*Please mark one choice in each row.*

	No influence at all	Low level of influence	Moderate influence	High level of influence
a) The school budget	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) The performance feedback to this school	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) The performance appraisal of the school management	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) The performance appraisals of individual teachers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) The assistance provided to teachers to improve their teaching skills	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) The remuneration and bonuses received by teachers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**21. Are these school evaluations published?**

- Yes                      No  
☐ O<sub>1</sub>                      ☐ O<sub>2</sub>

**22. Are these school evaluations used by the jurisdictional authority in the publication of tables that compare the performance of individual schools?**

- Yes                      No  
☐ O<sub>1</sub>                      ☐ O<sub>2</sub>

## Teacher Appraisal

We would like to ask you about the appraisal (defined below) of teachers in this school.

In this survey, **appraisal** is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal, more subjective approach (e.g. through informal discussions with the teacher).

- 23. How often is the work of teachers in this school appraised by either you, other colleagues in the school, or an external individual or body (e.g. inspector)?**

	Never	Less than once every 2 years	Once every 2 years	Once per year	Twice or more per year
a) You ( <i>the principal</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) Other teachers or members of the school management team	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
c) External individual or body (e.g. <i>external inspector</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

**If you answered 'Never' to all of the above (a, b, and c) à Please go to question 29.**

**24. In your opinion, how important were the following aspects considered to be in these appraisals?**

	I do not know if it was considered	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student test scores	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
b) Retention and pass rates of students	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
c) Other student learning outcomes	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
d) Student feedback on the teaching they receive	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
e) Feedback from parents	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
f) How well the teacher works with you, the principal, and their colleagues	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
g) Direct appraisal of classroom teaching	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
h) Innovative teaching practices	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
i) Relations between the teacher and students	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
j) Professional development undertaken by the teacher	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
k) Teacher's classroom management	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
l) Teacher's knowledge and understanding of their main subject field(s)	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
m) Teacher's knowledge and understanding of instructional practices ( <i>knowledge mediation</i> ) in their main subject field(s)	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
n) Teaching of students with special learning needs	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
o) Student discipline and behaviour in the teacher's classes	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
p) Teaching in a multicultural setting	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
q) Extra-curricular activities with students ( <i>e.g. school plays and performances, sporting activities</i> )	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>
r) Teaching students from an Aboriginal or Torres Strait Islander background	O <sub>1</sub>	O <sub>2</sub>	O <sub>3</sub>	O <sub>4</sub>	O <sub>5</sub>

**25. When teachers' work is appraised in this school, can these appraisals directly lead to any of the following for the teacher?**

*Please mark one choice in each row.*

	Can result from an appraisal of teachers' work	Can not result from an appraisal of teachers' work
a) A change in salary	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
b) A financial bonus or another kind of monetary reward	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
c) A change in the likelihood of career advancement	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
d) Opportunities for professional development activities	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
e) Changes in teachers' work responsibilities that make their job more attractive	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
f) A development or training plan to improve their teaching	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>

**26. We would like to ask your opinion on the objectives of the appraisal of teachers' work at this school. Can you please rate the importance of each of the following objectives in the appraisal of teachers' work?**

*Please mark one choice in each row.*

	No importance	Low importance	Moderate importance	High importance
a) To determine the career advancement of individual teachers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) To inform an administrative level above the school ( <i>school board, municipality, school district, school inspectorate</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) To evaluate the performance of the whole school	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) To evaluate the teaching in a particular subject	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) To address a crisis or problem in the school	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) To identify the professional development needs of teachers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g) To take decisions about remuneration and bonuses of teachers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h) To take decisions about school improvement	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**27. How often are appraisals of teachers' work conducted that include a written report that is kept as a record? Please also indicate who provides this report.**

*Please mark one choice in each row.*

	Never	Less than once every 2 years	Once every 2 years	Once per year	Twice or more per year
a) You ( <i>the principal</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) Other teachers or members of the school management team	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
c) External individual or body ( <i>e.g. external inspector</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

**28. Please indicate the frequency with which each of the following occurs if an appraisal of teachers' work identifies weaknesses or you consider a teacher to be underperforming in their teaching duties.**

*Please mark one choice in each row.*

	Never	Sometimes	Most of the time	Always
a) I ensure that the outcome is reported to the teacher.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) I ensure measures to remedy the weaknesses in teaching are discussed with the teacher.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) I, or others in the school, establish a development or training plan for the teacher to address the weaknesses in their teaching.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) I, or others in the school, impose material sanctions on the teacher ( <i>e.g. reduced annual increases in pay</i> ).	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) I, or others in the school, report the underperformance to another body to take action ( <i>e.g. governing board, local authority, school inspector</i> ).	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) I ensure the teacher has more frequent appraisals of their work.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g) Other ( <i>please specify below</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>



## School Resources

### 29. Is this school's capacity to provide instruction hindered by any of the following?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
a) A lack of qualified teachers	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
b) A lack of laboratory technicians	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
c) A lack of instructional support personnel	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
d) A lack of other support personnel	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
e) Shortage or inadequacy of instructional materials (e.g. textbooks)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
f) Shortage or inadequacy of computers for instruction	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
g) Shortage or inadequacy of other equipment	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
h) Shortage or inadequacy of library materials	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
i) Other (please specify below)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>

### 30. In this school, to what extent is the learning of students hindered by the following behaviours?

Please mark one choice in each row.

	Not at all	Very little	To some extent	A lot
<b>By students in this school:</b>				
a) Arriving late at school	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
b) Absenteeism (i.e. unjustified absences)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
c) Classroom disturbance	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
d) Cheating	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
e) Profanity/Swearing	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
f) Vandalism	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
g) Theft	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
h) Intimidation or verbal abuse of other students (or other forms of bullying)	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
i) Physical injury to other students	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
j) Intimidation or verbal abuse of teachers or staff	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
k) Use/possession of drugs and/or alcohol	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
<b>By teachers in this school:</b>				
l) Arriving late at school	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
m) Absenteeism	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>
n) Lack of pedagogical preparation	<input type="radio"/> <sub>1</sub>	<input type="radio"/> <sub>2</sub>	<input type="radio"/> <sub>3</sub>	<input type="radio"/> <sub>4</sub>

**31. Regarding this school, who has a considerable responsibility for the following tasks?**

*A 'considerable responsibility' is one where an active role is played in decision making.*

*Please mark as many choices as appropriate in each row.*

	Principal	Teachers	School governing board	Regional or local education authority	National education authority
a) Selecting teachers for hire	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) Firing teachers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
c) Establishing teachers' starting salaries	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
d) Determining teachers' salary increases	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
e) Formulating the school budget	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
f) Deciding on budget allocations within the school	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
g) Establishing student disciplinary policies	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
h) Establishing student assessment policies	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
i) Approving students for admission to the school	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
j) Choosing which textbooks are used	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
k) Determining course content	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
l) Deciding which courses are offered	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
m) Allocating funds for teachers' professional development	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

**32. How strongly do you agree or disagree with each of the following statements about teaching and learning in general?**

*Please mark one choice in each row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) Effective/good teachers demonstrate the correct way to solve a problem.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
When referring to a “poor performance”,				
b) I mean a performance that lies below the previous achievement level of the student.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) It is better when the teacher – not the student – decides what activities are to be done.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) The role of teachers is to facilitate students’ own inquiry.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
Teachers know a lot more than students; they shouldn’t let students develop answers that may be incorrect when they can just explain the answers directly.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) Students learn best by finding solutions to problems on their own.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h) How much students learn depends on how much background knowledge they have – that is why teaching facts is so necessary.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
i) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
When referring to a “good performance”,				
j) I mean a performance that lies above the previous achievement level of the student.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
k) A quiet classroom is generally needed for effective learning.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
l) Thinking and reasoning processes are more important than specific curriculum content.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
l) Arriving late at school	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
m) Absenteeism	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
n) Lack of pedagogical preparation	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**33. When a teacher begins teaching at this school, does he/she undertake a formal induction process?**

*Please mark one choice.*

- ☐ O<sub>1</sub> Yes, for all teachers who are new to this school
- ☐ O<sub>2</sub> Yes, but only for teachers for whom this is their first teaching job
- ☐ O<sub>3</sub> No, there is no induction process for teachers who are new to this school
- à Go to question 35.**

**34. If 'Yes' in the previous question, who organises the induction process?**

*Please mark one choice.*

- ☐ <sub>1</sub> The school alone
- ☐ <sub>2</sub> The school together with agencies or institutions outside of the school
- ☐ <sub>3</sub> Outside agencies or institutions alone

**35. When a teacher begins teaching at this school, is there a programme or policy by which he/she works with an experienced teacher or teachers who act as their mentor?**

*Please mark one choice.*

- ☐ <sub>1</sub> Yes, for all teachers who are new to this school
- ☐ <sub>2</sub> Yes, but only for teachers for whom this is their first teaching job
- ☐ <sub>3</sub> No, there is no mentoring programme or policy in this school → Go to question 37.

**36. If 'Yes' in the previous question, is the mentor teacher's main subject area(s) usually the same as that of the new teacher?**

Yes                      No

- ☐ <sub>1</sub>                      ☐ <sub>2</sub>

**37. How would you rate the importance of mentoring new teachers in helping them to improve their instructional effectiveness?**

*Please mark one choice.*

- |                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Not important at all               | Of low importance                  | Of moderate importance             | Of high importance                 |
| <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> | <input type="radio"/> <sub>4</sub> |

*This is the end of the questionnaire.*

**Thank you very much for your cooperation!**

**Please mail this questionnaire to ACER using the enclosed prepaid envelope by 16 November, 2007.**

## APPENDIX D: TEACHER SURVEY INSTRUMENT

Placeholder for identification label

### OECD Teaching and Learning International Survey (TALIS)

#### Teacher Questionnaire

Main Study Version (MS-11-01)

International English, Australian Spelling

**National Project Coordination:**

Australian Council *for* Educational Research

1/140 Bourke Road Alexandria NSW 2015

**International Project Consortium:**

International Association for the Evaluation of Educational Achievement  
(IEA), The Netherlands

IEA Data Processing and Research Center (IEA DPC), Germany

Statistics Canada, Canada

## About TALIS

The first Teaching and Learning International Survey (TALIS) is an international survey that offers the opportunity for teachers and principals to provide input into education analysis and policy development. TALIS is being conducted by the Organisation for Economic Cooperation and Development (OECD) and Australia, along with some 23 other countries, is taking part in the survey.

Cross-country analysis of this data will allow countries to identify other countries facing similar challenges and to learn from other policy approaches. School principals and teachers will provide information about issues such as the professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they receive about their work; and various other school leadership, management and workplace issues.

Being an international survey, it is possible that some questions do not fit very well within your national context. In these cases, please answer as best as you can.

## Confidentiality

All information that is collected in this study will be treated confidentially. While results will be made available by country and by type of school within a country, you are guaranteed that neither you, this school nor any of its personnel will be identified in any report of the results of the study. Participation in this survey is voluntary and any individual may withdraw at any time.

## About the Questionnaire

- This questionnaire asks for information about school education and policy matters.
- This questionnaire should take approximately 45 minutes to complete.
- Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate answer.
- When you have completed this questionnaire, please mail it to ACER using the enclosed prepaid envelope by 16 November, 2007.
- When in doubt about any aspect of the questionnaire, or if you would like more information about it or the study, you can reach us by phone at the following number: 1800 790 966

**Thank you very much for your cooperation!**

## Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box.

**1. What is your gender?**

- Female      Male  
☐ <sub>1</sub>      ☐ <sub>2</sub>

**2. How old are you?**

- Under 25      25-29      30-39      40-49      50-59      60+  
☐ <sub>1</sub>      ☐ <sub>2</sub>      ☐ <sub>3</sub>      ☐ <sub>4</sub>      ☐ <sub>5</sub>      ☐ <sub>6</sub>

**3. What is your employment status as a teacher?**

*Part-time employment is where the contracted hours of work represent less than 90 per cent of the normal or statutory number of hours of work for a full-time employee over a complete school year. Please consider your employment status for all of your teaching jobs combined.*

- ☐ <sub>1</sub>      Full-time  
☐ <sub>2</sub>      Part-time (50-90% of full-time hours)  
☐ <sub>3</sub>      Part-time (less than 50% of full-time hours)

**4. Do you work as a teacher of Year 7 - 10 at another school as well as this school?**

- ☐ <sub>1</sub>      Yes  
☐ <sub>2</sub>      No à Please go to question 6.

**5. If 'Yes' in the previous question, please indicate in how many other schools you work as a Year 7 - 10 teacher.**

*Please write a number.*

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Schools

**6. What is your employment status as a teacher at this school?**

*Please do not consider the probationary period of a contract as a separate contract.*

- ☐ <sub>1</sub>      Permanent employment (an on-going contract with no fixed end-point before the age of retirement)  
☐ <sub>2</sub>      Fixed-term contract for a period of more than 1 school-year  
☐ <sub>3</sub>      Fixed-term contract for a period of 1 school-year or less

**7. What is the highest level of formal education that you have completed?***Please mark one choice.*

- ☐ <sub>1</sub> Post secondary, non-tertiary education or less  
(e.g. Year 10 exit qualification, Year 12 exit qualification)
- ☐ <sub>2</sub> First stage of tertiary education not leading to an advanced research qualification including programmes that are generally more practical/technical/occupation specific (e.g. Vocational Training Certificate, TAFE, Trade Certificate)
- ☐ <sub>3</sub> Dip.Ed or Bachelor Degree
- ☐ <sub>4</sub> Masters Degree
- ☐ <sub>5</sub> Second stage of tertiary education leading to an advanced research qualification (e.g. PhD)

**8. In a typical school week, estimate the number of (60-minute) hours you spend on the following for this school.**

*This question concerns your work for this school only. Please do not include the work you do for other schools. Please write a number in each row and round to the nearest hour in your responses. Write 0 (zero) if none.*

- a)   Teaching of students in school (either whole class, in groups or individually)
- b)   Planning or preparation of lessons either in school or out of school (including marking of student work)
- c)   Administrative duties either in school or out of school (including school administrative duties, paperwork and other clerical duties you undertake in your job as a teacher)
- d)   Other (please specify):

**9. How long have you been working as a teacher?****Where possible exclude extended periods of absence (e.g. career breaks).**

- |                                    |                                    |                                    |                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| This is my first year              | 1-2 years                          | 3-5 years                          | 6-10 years                         | 11-15 years                        | 16-20 years                        | More than 20 years                 |
| <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> | <input type="radio"/> <sub>4</sub> | <input type="radio"/> <sub>5</sub> | <input type="radio"/> <sub>6</sub> | <input type="radio"/> <sub>7</sub> |

**10. How long have you been working as a teacher at this school?***Where possible exclude extended periods of absence (e.g. career breaks).*

- |                                    |                                    |                                    |                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| This is my first year              | 1-2 years                          | 3-5 years                          | 6-10 years                         | 11-15 years                        | 16-20 years                        | More than 20 years                 |
| <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> | <input type="radio"/> <sub>3</sub> | <input type="radio"/> <sub>4</sub> | <input type="radio"/> <sub>5</sub> | <input type="radio"/> <sub>6</sub> | <input type="radio"/> <sub>7</sub> |



## Professional Development

*In this survey, professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.*

*Please only consider professional development you have taken after your initial teacher training/education.*

**11. During the last 18 months, did you participate in any of the following kinds of professional development activities, and what was the impact of these activities on your development as a teacher?**

*For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.*

	(A) Participation		(B) Impact			
	Yes	No	No impact	A small impact	A moderate impact	A large impact
a) Courses/workshops (e.g. on subject matter or methods and/or other education-related topics)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
b) Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
c) Qualification programme e.g. a degree programme)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
d) Observation visits to other schools	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
e) Participation in a network of teachers formed specifically for the professional development of teachers	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
f) Individual or collaborative research on a topic of interest to you professionally	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
g) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>

**12. In all, how many days of professional development did you attend during the last 18 months?**

*Please round to whole days. Write 0 (zero) if none.*

--	--	--

Days

***If you answered '0' (zero) à Please go to question 17.***

- 13. Of these, how many days were compulsory for you to attend as part of your job as a teacher?**

*Please round to whole days. Write 0 (zero) if none.*

--	--	--

Days

***If you answered '0' (zero) à Please go to question 17.***

- 14. For the professional development in which you participated in the last 18 months, how much did you personally have to pay for?**

**Please mark one choice.**

None

Some

All

☐ O<sub>1</sub>

☐ O<sub>2</sub>

☐ O<sub>3</sub>

- 15. For the professional development in which you participated in the last 18 months, did you receive scheduled time for undertaking the professional development that took place during regular work hours?**

*Please mark one choice.*

☐ O<sub>1</sub>

Yes

☐ O<sub>2</sub>

No

☐ O<sub>3</sub>

Did not take place during regular work hours

- 16. For the professional development in which you participated in the last 18 months, did you receive a salary supplement for undertaking the professional development activities that took place outside regular work hours?**

*Please mark one choice.*

☐ O<sub>1</sub>

Yes

☐ O<sub>2</sub>

No

☐ O<sub>3</sub>

Did not take place outside of regular work hours

**17. Thinking about less formal professional development, during the last 18 months, did you participate in any of the following activities, and what was the impact of these activities on your development as a teacher?**

*For each question below, please mark one choice in part (A). If you answer 'Yes' in part (A) then please mark one choice in part (B) to indicate how much impact it had upon your development as a teacher.*

	<b>(A) Participation</b>		<b>(B) Impact</b>			
	Yes	No	No impact	A small impact	A moderate impact	A large impact
a) Reading professional literature (e.g. journals, evidence-based papers, thesis papers)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
b) Engaging in informal dialogue with your colleagues on how to improve your teaching	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>

**18. Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.**

*Please mark one choice in each row.*

	No need at all	Low level of need	Moderate level of need	High level of need
a) Content and performance standards in my main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) Student assessment practices	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) Classroom management	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) Knowledge and understanding of my main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) ICT skills for teaching	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g) Teaching students with special learning needs	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h) Student discipline and behaviour problems	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
i) School management and administration	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
j) Teaching in a multicultural setting	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
k) Student counselling	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**19. In the last 18 months, did you want to participate in more professional development than you did?**

- ☐ <sub>1</sub> Yes
- ☐ <sub>2</sub> No → Please go to question 21.

**20. If 'Yes' in the previous question, which of the following reasons best explain what prevented you from participating in more professional development than you did?**

*Please mark as many choices as appropriate.*

- ☐ <sub>1</sub> I did not have the pre-requisites (*e.g. qualifications, experience, seniority*).
- ☐ <sub>1</sub> Professional development was too expensive/I could not afford it.
- ☐ <sub>1</sub> There was a lack of employer support.
- ☐ <sub>1</sub> Professional development conflicted with my work schedule.
- ☐ <sub>1</sub> I didn't have time because of family responsibilities.
- ☐ <sub>1</sub> There was no suitable professional development offered.
- ☐ <sub>1</sub> Other (*please specify*):

## Teacher Appraisal and Feedback

We would like to ask you about the appraisal (defined below) of your work as a teacher and the feedback (defined below) you receive about your work in this school.

In this survey, Appraisal is defined as when a teacher's work is reviewed by the principal, an external inspector or by his or her colleagues. This appraisal can be conducted in a range of ways from a more formal, objective approach (e.g. as part of a formal performance management system, involving set procedures and criteria) to the more informal, more subjective approach (e.g. through informal discussions with the teacher).

In this survey, Feedback is defined as the reporting of the results of a review of your work (however formal or informal that review has been) back to the teacher, often with the purpose of noting good performance or identifying areas for development. Again, the feedback may be provided formally (e.g. through a written report) or informally (e.g. through discussions with the teacher).

**21. From the following people, how often have you received appraisal and/or feedback about your work as a teacher in this school?**

Please mark one choice in each row.

	Never	Less than once every two years	Once every two years	Once per year	Twice per year	3 or more times per year	Monthly	More than once per month
a) Principal	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>	<input type="radio"/> O <sub>7</sub>	<input type="radio"/> O <sub>8</sub>
b) Other teachers or members of the school management team	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>	<input type="radio"/> O <sub>7</sub>	<input type="radio"/> O <sub>8</sub>
c) External individual or body (e.g. external inspector)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>	<input type="radio"/> O <sub>7</sub>	<input type="radio"/> O <sub>8</sub>

**If you answered 'Never' for all of the above (a, b, and c) à Please go to question 28.**

**21. From the following people, how often have you received appraisal and/or feedback about your work as a teacher in this school?**

*Please mark one choice in each row.*

	I do not know if it was considered	Not considered at all	Considered with low importance	Considered with moderate importance	Considered with high importance
a) Student test scores	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) Retention and pass rates of students	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
c) Other student learning outcomes	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
d) Student feedback on my teaching	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
e) Feedback from parents	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
f) How well I work with the principal and my colleagues	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
g) Direct appraisal of my classroom teaching	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
h) Innovative teaching practices	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
i) Relations with students	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
j) Professional development I have undertaken	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
k) Classroom management	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
l) Knowledge and understanding of my main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
m) Knowledge and understanding of instructional practices ( <i>knowledge mediation</i> ) in my main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
n) Teaching students with special learning needs	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
o) Student discipline and behaviour	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
p) Teaching in a multicultural setting	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
q) Extra-curricular activities with students ( <i>e.g. school plays and performances, sporting activities</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
r) Teaching students from an Aboriginal or Torres Strait Islander background	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
s) Other ( <i>please specify below</i> )	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

**23. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?**

*Please mark one choice in each row.*

	No change	A small change	A moderate change	A large change
a) A change in salary	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) A financial bonus or another kind of monetary reward	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) Opportunities for professional development activities	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) A change in the likelihood of career advancement	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) Public recognition from the principal and/or your colleagues	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) Changes in your work responsibilities that make the job more attractive	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g) Role in school development initiatives (e.g. curriculum development group, development of school objectives)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**24. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to or involved changes in any of the following?**

*Please mark one choice in each row.*

	No change	A small change	A moderate change	A large change
a) Your classroom management practices	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) Your knowledge and understanding of your main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) Your knowledge and understanding of instructional practices ( <i>knowledge mediation</i> ) in your main subject field(s)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) A development or training plan to improve your teaching	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) Your teaching of students with special learning needs	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) Your handling of student discipline and behaviour problems	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g) Your teaching of students in a multicultural setting	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h) The emphasis you place upon improving student test scores in your teaching	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**25. How would you describe the appraisal and/or feedback you received?***Please mark one choice in each row.*

	Yes	No
a) The appraisal and/or feedback contained a judgment about the quality of my work.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
b) The appraisal and/or feedback contained suggestions for improving certain aspects of my work.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>

**26. Regarding the appraisal and/or feedback you received at this school, to what extent do you agree or disagree with the following statements?***Please mark one choice in each row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) I think the appraisal of my work and/or feedback received was a fair assessment of my work as a teacher in this school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) I think the appraisal of my work and/or feedback received was helpful in the development of my work as a teacher in this school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**27. Concerning the appraisal and/or feedback you have received at this school, to what extent have they directly led to any of the following?***Please mark one choice in each row.*

	A large decrease	A small decrease	No change	A small increase	A large increase
a) Changes in your job satisfaction	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) Changes in your job security	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>



**28. We would like to ask you about appraisal and/or feedback to teachers in this school more generally. To what extent do you agree or disagree with the following statements?**

*Please mark one choice in each row.*

		Strongly Disagree	Disagree	Agree	Strongly Agree
a)	In my opinion, in this school the principal takes steps to alter the monetary rewards of a persistently underperforming teacher.				
b)	In my opinion, in this school the sustained poor performance of a teacher would be tolerated by the rest of the staff.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b)	In my opinion, in this school the sustained poor performance of a teacher would be tolerated by the rest of the staff.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c)	In this school, teachers will be dismissed because of sustained poor performance.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d)	In my opinion, in this school the principal uses effective methods to determine whether teachers are performing well or badly.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e)	In my opinion, in this school a development or training plan is established for teachers to improve their work as a teacher.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f)	In my opinion, the most effective teachers in this school receive the greatest monetary or non-monetary rewards.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g)	If I improve the quality of my teaching at this school, I will receive increased monetary or non-monetary rewards.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h)	If I am more innovative in my teaching at this school, I will receive increased monetary or non-monetary rewards.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
i)	In my opinion, in this school the review of teachers' work is largely done to fulfil administrative requirements.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
j)	In my opinion, in this school the review of teachers' work has little impact upon the way teachers teach in the classroom.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

## Teaching Practices, Beliefs and Attitudes

**We would like to ask about your personal beliefs on teaching and learning. Please indicate how much you disagree or agree with each of the following statements.**

*Please mark one choice in each row.*

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) Effective/good teachers demonstrate the correct way to solve a problem.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) When referring to a “poor performance”, I mean a performance that lies below the previous achievement level of the student.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) It is better when the teacher – not the student – decides what activities are to be done.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) My role as a teacher is to facilitate students’ own inquiry.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) Teachers know a lot more than students; they shouldn’t let students develop answers that may be incorrect when they can just explain the answers directly.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) Students learn best by finding solutions to problems on their own.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g) Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h) How much students learn depends on how much background knowledge they have – that is why teaching facts is so necessary.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
i) Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
j) When referring to a “good performance”, I mean a performance that lies above the previous achievement level of the student.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
k) A quiet classroom is generally needed for effective learning.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
l) Thinking and reasoning processes are more important than specific curriculum content.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**30. How often do you do the following in this school?***Please mark one choice in each row.*

	Never	Less than once per year	Once per year	3-4 times per year	Monthly	Weekly
a) Attend staff meetings to discuss the vision and mission of the school	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
b) Develop a school curriculum or part of it	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
c) Discuss and decide on the selection of instructional media (e.g. textbooks, exercise books)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
d) Exchange teaching materials with colleagues	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
e) Attend team conferences for the age group I teach	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
f) Ensure common standards in evaluations for assessing student progress	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
g) Engage in discussion about the learning development of specific students	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
h) Teach jointly as a team in the same class	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
i) Take part in professional learning activities (e.g. team supervision)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
j) Observe other teachers' classes and provide feedback	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
k) Engage in joint activities across different classes and age groups (e.g. projects)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>
l) Discuss and coordinate homework practice across subjects	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>	<input type="radio"/> O <sub>6</sub>

**31. How strongly do you agree or disagree with the following statements?***Please mark one choice in each row.*

... about yourself as a teacher in this school?	Strongly Disagree	Disagree	Agree	Strongly Agree
a) All in all, I am satisfied with my job.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) I feel that I am making a significant educational difference in the lives of my students.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) If I try really hard, I can make progress with even the most difficult and unmotivated students.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) I am successful with the students in my class.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) I usually know how to get through to students.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) Teachers in this local community are well respected.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
... about what happens in this school?	Strongly Disagree	Disagree	Agree	Strongly Agree
g) In this school, teachers and students usually get on well with each other.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h) Most teachers in this school believe that students' well-being is important.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
i) Most teachers in this school are interested in what students have to say.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
j) If a student from this school needs extra assistance, the school provides it.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**32. Below you can find statements about the management of your school.***Please indicate your perceptions of the frequency with which these activities took place during the current school year.*

	Never	Seldom	Quite often	Very often
a) In meetings, the principal discusses educational goals with teachers.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
b) The principal ensures that teachers work according to the school's educational goals.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
c) The principal or someone else in the management team observes teaching in classes.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
d) The principal gives teachers suggestions as to how they can improve their teaching.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
e) When a teacher has problems in his/her classroom, the principal takes the initiative to discuss the matter.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
f) The principal ensures that teachers are informed about possibilities for updating their knowledge and skills.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
g) The principal compliments teachers for special effort or accomplishments.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
h) In this school, the principal and teachers work on a school development plan.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
i) The principal defines goals to be accomplished by the staff of this school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
j) The principal ensures that a task-oriented atmosphere is fostered in this school.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>
k) In this school, the principal and teachers act to ensure that education quality issues are a collective responsibility.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>

**33. We would like to ask you about the main Year 7 - 10 subjects that you teach in this school in this school year.**

*Please indicate the Year 7 - 10 subjects that you teach in this school (indicate only those that individually account for at least 20% of your teaching time in this school). The exact name of your subjects may not appear in the list below each category. If it does not, please mark the category you think best fits the subject.*

	Yes	No
<b>Reading, writing and literature</b>		
a) Includes reading and writing ( <i>and literature</i> ) in the mother tongue, reading and writing ( <i>and literature</i> ) in the language of instruction, reading and writing in the tongue of the country ( <i>region</i> ) as a second language ( <i>for non-natives</i> ), language studies, public speaking, literature.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Mathematics</b>		
b) Includes mathematics, mathematics with statistics, geometry, algebra etc.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Science</b>		
c) Includes science, physics, physical science, chemistry, biology, human biology, environmental science, agriculture/horticulture/forestry.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Social studies</b>		
d) Includes social studies, community studies, contemporary studies, economics, environmental studies, geography, history, humanities, legal studies, studies of the own country, social sciences, ethical thinking, philosophy.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Modern foreign languages</b>		
e) Includes languages different from the language of instruction.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Technology</b>		
f) Includes orientation in technology, including information technology, computer studies, construction/surveying, electronics, graphics and design, keyboard skills, word processing, workshop technology / design technology.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Arts</b>		
g) Includes arts, music, visual arts, practical art, drama, performance music, photography, drawing, creative handicraft, creative needlework.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Physical education</b>		
h) Includes physical education, gymnastics, dance, health.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Religion and/or ethics</b>		
i) Includes religion, history of religions, religion culture, ethics.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Practical and vocational skills</b>		
j) Includes vocational skills ( <i>preparation for a specific occupation</i> ), technics, domestic science, accountancy, business studies, career education, clothing and textiles, driving, home economics, polytechnic courses, secretarial studies, tourism and hospitality, handicraft.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>
<b>Other (please specify below)</b>	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>

## Your Teaching in a Particular Class at this School

The following questions ask you about a particular Year 7 - 10 class that you teach in one of the main subjects you identified in question 33.

The class that we would like you to respond about is the first Year 7 - 10 class that you (typically) teach in this school in one of these subjects after 11am on Tuesdays. Please note that the class can occur on a day following Tuesday if you do not teach the class on Tuesday.

In the questions below, this class will be referred to as the target class.

**34. Into which subject category in question 33 does this target class fall?**

*Please mark one choice.*

- ☐ <sub>1</sub> a) Reading, writing and literature
- ☐ <sub>2</sub> b) Mathematics
- ☐ <sub>3</sub> c) Science
- ☐ <sub>4</sub> d) Social studies
- ☐ <sub>5</sub> e) Modern foreign languages
- ☐ <sub>6</sub> f) Technology
- ☐ <sub>7</sub> g) Arts
- ☐ <sub>8</sub> h) Physical education
- ☐ <sub>9</sub> i) Religion
- ☐ <sub>10</sub> j) Practical and vocational skills
- ☐ <sub>11</sub> k) Other

**35. What is the actual name of the subject you teach in this target class?**

*Please write the name of the subject as it is used within this school.*

---

**36. Was the teaching of this subject part of your academic training?**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| Yes                                | No                                 |
| <input type="radio"/> <sub>1</sub> | <input type="radio"/> <sub>2</sub> |

**37. What is the year/grade level of this target class?**

*Please mark one choice.*

- ☐ <sub>1</sub> Year 7
- ☐ <sub>2</sub> Year 8
- ☐ <sub>3</sub> Year 9
- ☐ <sub>4</sub> Year 10

**38. On average throughout the year how many students are in this target class?***Please write a number.*

--	--

Number of students

**39. How would you describe the ability of students in this target class?***Please mark one choice in each row.*

	Much lower than average ability	Slightly lower than average ability	Average ability	Slightly higher than average ability	Much higher than average ability
a) Compared to other students in the same grade/year level in this school?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) Compared to other students in the same grade/year level more generally?	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

**40. For this target class, please estimate the broad percentage of students who have the following characteristics.***It is acceptable to base your replies on rough estimates.**Please mark one choice in each row.*

	Less than 10%	10% or more but less than 20%	20% or more but less than 40%	40% or more but less than 60%	60% or more
a) Students whose first language is different from the language(s) of instruction or a dialect of this/these	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) Students who have at least one parent/guardian who has completed high school or higher	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
c) Students who have at least one parent/guardian who has completed some form of tertiary education (e.g. TAFE, Bachelor Degree, PhD)	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>

**41. For this target class, what percentage of class time is typically spent on each of the following activities?***Write a percentage for each activity.**Write 0 (zero) if none.**Please ensure that responses add up to 100%.*

- a) 

--	--	--

 % Administrative tasks (e.g. recording attendance, handing out school information/forms)
- b) 

--	--	--

 % Keeping order in the classroom (maintaining discipline)
- c) 

--	--	--

 % Actual teaching and learning
- 100      %      Total**

## 42 How often do each of the following activities happen in this target class throughout the school year?

Please note that not all questions in this section are fully adapted to all sorts of teachers. Therefore, please just answer as best you can.

Please mark one choice in each row.

	Never or hardly ever	About one- quarter of lessons	About one-half of lessons	About three- quarters of lessons	Almost every lesson
a) I present new topics to the class (lecture-style presentation).	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
b) I explicitly state learning goals.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
c) I review with the students the homework they have prepared.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
d) Students work in small groups to come up with a joint solution to a problem or task.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
e) I give different work to the students that have difficulties learning and/ or to those who can advance faster.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
f) I ask my students to suggest or to help plan classroom activities or topics.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
g) I ask my students to remember every step in a procedure.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
h) At the beginning of the lesson I present a short summary of the previous lesson.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
i) I check my students' exercise books.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
j) Students work on projects that require at least one week to complete.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
k) I work with individual students.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
l) Students evaluate and reflect upon their own work.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
m) I check, by asking questions, whether or not the subject matter has been understood.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
n) Students work in groups based upon their abilities.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
o) Students make a product that will be used by someone else.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
p) I administer a test or quiz to assess student learning.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>
q) I ask my students to write an essay in which they are expected to explain their thinking or reasoning at some length.	<input type="radio"/> O <sub>1</sub>	<input type="radio"/> O <sub>2</sub>	<input type="radio"/> O <sub>3</sub>	<input type="radio"/> O <sub>4</sub>	<input type="radio"/> O <sub>5</sub>



- r) Students work individually with the textbook or worksheets to practice newly taught subject matter. ☐ O<sub>1</sub> ☐ O<sub>2</sub> ☐ O<sub>3</sub> ☐ O<sub>4</sub> ☐ O<sub>5</sub>
- s) Students hold a debate and argue for a particular point of view which may not be their own. ☐ O<sub>1</sub> ☐ O<sub>2</sub> ☐ O<sub>3</sub> ☐ O<sub>4</sub> ☐ O<sub>5</sub>

**43 How strongly do you agree or disagree with the following statements about this target class?**

*Please mark one choice in each row.*

- | <b>... about yourself as a teacher in this school?</b> |  | Strongly Disagree                    | Disagree                             | Agree                                | Strongly Agree                       |
|--|--|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| a)   | When the lesson begins, I have to wait quite a long time for students to settle. | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> |
| b)   | Students in this class take care to create a pleasant learning atmosphere.       | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> |
| c)   | I lose quite a lot of time because of students interrupting the lesson.          | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> |
| d)   | There is much noise in this classroom.   | <input type="radio"/> O <sub>1</sub> | <input type="radio"/> O <sub>2</sub> | <input type="radio"/> O <sub>3</sub> | <input type="radio"/> O <sub>4</sub> |

*This is the end of the questionnaire.*

**Thank you very much for your cooperation!**

**Please mail this questionnaire to ACER using the enclosed prepaid envelope by 16 November, 2007.**

